

On Screen

Student's Book

C2



Jenny Dooley



Express Publishing

Contents

	Vocabulary	Reading
Module 1 <i>The Road Less Travelled</i> (pp. 5-17) Language Knowledge 1 (<i>Multiple choice cloze text</i>) (pp. 18-19) Language Focus 1 (p. 20) Progress Check 1 (pp. 21-22)	<ul style="list-style-type: none"> • travel • prefix <i>over</i> • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>The Search for Wonder ...</i> <ul style="list-style-type: none"> • multiple choice (reading for content, opinion, purpose, tone, reference, implication) • text analysis (summarisation)
Module 2 <i>On the Road to Success</i> (pp. 23-35) Language Knowledge 2 (<i>Open cloze text</i>) (pp. 36-37) Language Focus 2 (p. 38) Progress Check 2 (pp. 39-40)	<ul style="list-style-type: none"> • work • education • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>Facilities that Facilitate</i> <ul style="list-style-type: none"> • multiple matching (reading for specific information) • text analysis (main idea)
Module 3 <i>Express Yourself</i> (pp. 41-53) Language Knowledge 3 (<i>Word formation</i>) (pp. 54-55) Language Focus 3 (p. 56) Progress Check 3 (pp. 57-58)	<ul style="list-style-type: none"> • non-verbal communication • expressing individuality • similies • idioms/prepositions/phrasal verbs/ word formation 	<i>Do You Have True Friendships?</i> <ul style="list-style-type: none"> • multiple choice (determining meaning of specific words/inference) • text analysis (compare and contrast ideas)
Module 4 <i>Nothing Stays the Same</i> (pp. 59-71) Language Knowledge 4 (<i>Key Word Transformations</i>) (pp. 72-73) Language Focus 4 (p. 74) Progress Check 4 (pp. 75-76)	<ul style="list-style-type: none"> • changing world • technological change • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>Game, set and match ...</i> <ul style="list-style-type: none"> • finding synonyms • summarising • text analysis (comprehension questions)
Module 5 <i>Doing the Right Thing!</i> (pp. 77-89) Language Knowledge 5 (pp. 90-91) Language Focus 5 (p. 92) Progress Check 5 (pp. 93-94)	<ul style="list-style-type: none"> • social issues • law & order • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>You Can Teach an Old Dog New Tricks ...</i> <ul style="list-style-type: none"> • gapped text (reading for coherence, cohesion and text structure) • text analysis (summarisation)
Module 6 <i>The Science of Living</i> (pp. 95-107) Language Knowledge 6 (pp. 108-109) Language Focus 6 (p. 110) Progress Check 6 (pp. 111-112)	<ul style="list-style-type: none"> • health • happiness and well-being • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>Nutritional Psychiatry: I Eat Therefore I Think</i> <ul style="list-style-type: none"> • multiple choice (determining meaning of specific words/inference) • text analysis (comprehension questions)
Module 7 <i>Worlds at Risk</i> (pp. 113-125) Language Knowledge 7 (pp. 126-127) Language Focus 7 (p. 128) Progress Check 7 (pp. 129-130)	<ul style="list-style-type: none"> • environmental issues • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>A Planet of Change ...</i> <ul style="list-style-type: none"> • matching headings to short texts (identifying main ideas of short texts) • text analysis (comprehension questions)
Module 8 <i>Let us Entertain You</i> (pp. 131-143) Language Knowledge 8 (pp. 144-145) Language Focus 8 (p. 146) Progress Check 8 (pp. 147-148)	<ul style="list-style-type: none"> • entertainment & the Arts • collocations • idioms/prepositions/phrasal verbs/ word formation 	<i>The Struggle for Originality</i> <ul style="list-style-type: none"> • multiple choice (determining purpose of main idea) • text analysis (comprehension questions)
CLIL/Culture (pp. 149-152) Information Sheets (pp. IS1-2)	Grammar Reference (pp. GR1-GR25) Word List (pp. WL1-WL20)	Appendix I & II (p. APP1) Extra Practice (pp. EP1-EP2)

Grammar	Listening	Speaking	Writing
<ul style="list-style-type: none"> present & past tenses review stative verbs <i>used to/would – be/get used to</i> 	<ul style="list-style-type: none"> a discussion (multiple choice) 	<ul style="list-style-type: none"> making and responding to suggestions asking for and giving personal information 	<ul style="list-style-type: none"> an essay based on written input PART I
<ul style="list-style-type: none"> infinitive/-ing form <i>it – there</i> future forms/future in the past 	<ul style="list-style-type: none"> monologue & dialogues (multiple choice – short extracts) 	<ul style="list-style-type: none"> offering & responding to apologies & reassuring comparing pictures & suggesting/evaluating alternatives 	<ul style="list-style-type: none"> a formal letter/email
<ul style="list-style-type: none"> adjectives/adverbs intensifiers comparisons/<i>like/as</i> 	<ul style="list-style-type: none"> an interview (multiple choice) 	<ul style="list-style-type: none"> expressing feelings/sympathy/regret expressing and justifying opinions 	<ul style="list-style-type: none"> an article
<ul style="list-style-type: none"> conditionals wishes/preference unreal past 	<ul style="list-style-type: none"> a conversation (listening for meaning and inference) 	<ul style="list-style-type: none"> asking for/expressing/reacting to opinions 	<ul style="list-style-type: none"> an opinion essay
<ul style="list-style-type: none"> the passive the causative reflexive/emphatic pronouns substitution/ellipsis 	<ul style="list-style-type: none"> interviews (multiple choice) 	<ul style="list-style-type: none"> discuss causes/results/offering solutions presenting an option/defending a decision 	<ul style="list-style-type: none"> an essay based on written input PART II
<ul style="list-style-type: none"> modals nouns nominalisation determiners 	<ul style="list-style-type: none"> short dialogues (multiple choice) 	<ul style="list-style-type: none"> asking for/reacting to/giving advice commenting on/reacting to an article 	<ul style="list-style-type: none"> a report
<ul style="list-style-type: none"> reported speech reporting nouns instead of verbs subjunctive special introductory verbs 	<ul style="list-style-type: none"> a monologue (sentence completion) questions/statements (understanding questions) 	<ul style="list-style-type: none"> Convincing a person expressing interest/uncertainty 	<ul style="list-style-type: none"> an essay (for – and – against, reasons)
<ul style="list-style-type: none"> relative clauses clauses emphasis (cleft sentences, inversion, fronting) 	<ul style="list-style-type: none"> short monologues (multiple matching) 	<ul style="list-style-type: none"> asking about/describing/recommending an experience narrating an experience stating and supporting an opinion 	<ul style="list-style-type: none"> a review

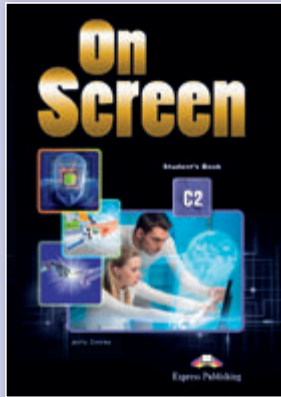
Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

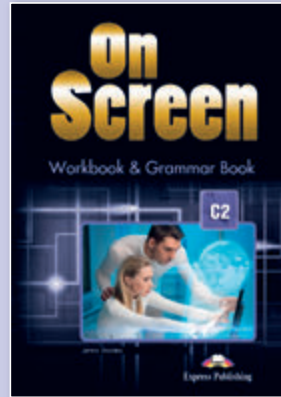
Irregular Verbs

Components

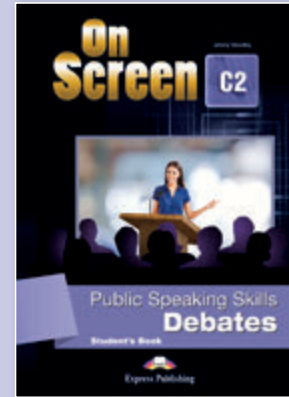
For the Student



Student's Book



Workbook &
Grammar Book



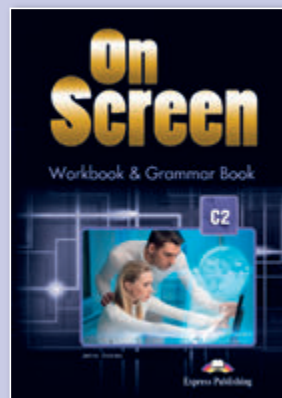
Public Speaking Skills –
Debates (DigiBook)



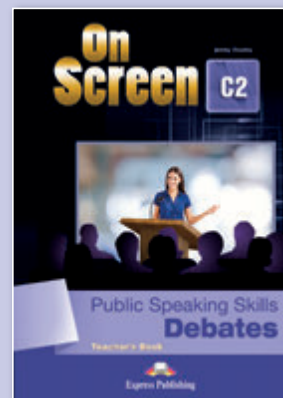
For the Teacher



Teacher's Book



Workbook &
Grammar Book



Public Speaking Skills –
Debates (DigiBook)



Class Audio CDs &
Test Booklet CD-ROM



IWB



MODULE OBJECTIVES

► Vocabulary

- work
- education
- idioms (with *think, mind & brain*)
- prepositions (*on, in*)
- phrasal verbs (work & education)
- word formation

► Reading

- an article about new offices (multiple matching)

► Grammar

- infinitive/-ing form
- *it/there*
- future forms/future in the past

► Listening

- monologue & dialogues (multiple choice – short extracts)

► Speaking

- offering/responding to apologies & reassuring
- comparing pictures/speculating/evaluating/suggesting alternatives

► Writing

- a formal letter/email

► Language Focus

- word groups
- idioms related to work
- grammar in focus

► Progress Check

Words of wisdom

"I cannot teach anybody anything. I can only make them think."

(Socrates, 469-399 BCE)

Discuss

- 1** Look at the diagram and match the abilities (1-8) below to the 4 Cs skills they describe. Some match more than one 4 Cs skill. Compare with a partner.



The 4^{Cs} - the Path to 21st Century Success!

In order to excel in today's competitive workplace, it's vital to cultivate the 4 Cs. These "super skills" increase your employability and prepare you to be an active global citizen.



- | | |
|---|-----------------------------------|
| 1 to interpret information and draw conclusions | 5 to resolve conflicts |
| 2 to delegate efficiently | 6 to brainstorm |
| 3 to be flexible and amenable | 7 to articulate ideas effectively |
| 4 to decipher meaning from verbal and non-verbal cues | 8 to practise free association |

- | |
|-----------------------------------|
| 5 to resolve conflicts |
| 6 to brainstorm |
| 7 to articulate ideas effectively |
| 8 to practise free association |

Speaking

- 2** In groups, discuss what the activities below are and how they relate to the 4 Cs skills. Which activities would you like to participate in? Why?

- debate
- computer programming
- group presentations
- creating a marketing campaign
- serving on a committee
- participating in an exhibition
- website design
- scientific research
- vlogging

- 3** **THINK!** Which of the 4 Cs skills is your strongest? Which do you find most challenging? How could you develop it more? Tell a partner.

2a Reading

1 a) Skim the texts and find the phrases below. What do they mean? How are they related to the modern-day office?

- hot desking • new levels of freedom • flexitime
- working in the cloud • open collaborative environments • a synergy between physical and digital elements

b) Read the first sentence in each text. Then discuss with a partner what you think the employees in the texts consider important in a modern office environment. Read the article to check.

STUDY SKILLS

Multiple matching

Skim the sections to get an idea of the subject then read each question carefully paying attention to key words. Scan the text to find the specific information that answers the question and underline it. The answer will paraphrase the key words in the question.

2 Read the texts again. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person gives each of these opinions about office environments?

- The benefits of mobile working at different locations are overstated. 1
- The correct setup can be conducive to cooperation. 2
- They represent an outdated way of working. 3
- Perceptions about the needs of modern employees are unjustly condescending. 4
- Classic approaches and new methods both play an important role in well-being. 5
- New advancements allow workers to share resources in exciting new ways. 6
- Modernisation offers benefits in terms of both efficiency and satisfaction. 7
- Understanding workers' needs is essential to creating a positive office habitat. 8
- New approaches can give office jargon an incredible new meaning. 9
- Fashionable gimmicks are not enough anymore. 10

Facilities that Facilitate

Four young professionals give their views on the exciting new **frontiers** of working life.

A Scott

They say it's a brave new world; well in my experience, with all the new initiatives that have presented themselves throughout my career, that's certainly the case .

Technology is coming on by leaps and bounds and some of the things that are happening in my office are unbelievable! We've all heard of 'hot desking' - taking turns sharing a desk with others. Well, in my office all desks quite literally are 'hot' desks! My firm installed infrared heat sensors that **detect** when someone is sitting at the spaces. This data is then **collated** and analysed to produce reports about how the areas are being used and can be best allocated to workers. This system is interconnected with an app that sends reminders or notifications about usage. So, for example, if I leave the desk for longer than an hour, the app asks me if I'd like to offer it to a colleague! Innovations like this not only make business sense, they also allow workers new levels of freedom to maximise their efficiency and reassess how they use their working environment.



Check these words

- facilitate • infrared • allocate • interconnected
- millennial • thinly veiled • entitlement
- empowerment • collaborative • array • aspiration
- blistering pace • unfettered scope • ambient
- contentment • retention • exquisite

Vocabulary Focus

3 Read the highlighted expressions in the text and try to understand their meaning from the context. Then complete the sentences below.

- Working in collaborative groups has here; we hold informal meetings throughout the day.
- Progressive working is vital in my company and open working spaces, technology and employee interaction are
- The director thinks Martin's work is; he seems to be adapting well to the role.
- They say a happy worker is a productive worker; in my experience
- Typewriters and adding machines are
- The office terrace is a place I go to in order to and relax.

B Mary

People tend to throw words like 'flexitime' and 'working from home' around as if they are huge luxuries. However, for millennials such as myself, these notions are not revolutionary; rather they've become the norm. For me personally I expect more than just that, or the tired cliché of having a bean bag or a snooker table in the corner of the office. With new methods like working in the cloud and the freedom that wireless connectivity brings, people are starting to realise that we don't even need physical offices at all anymore. Desks, cubicles and even a permanent building really have become antiquated relics of a bygone era. With cloud computing I can store, share and deliver all my work online via a tablet or smartphone. Then, with the touch of a finger, I can scroll through jobs and liaise with clients and recruiters on a freelance basis anywhere or anyplace in the world; as a result I can let my hair down, be productive, effective and, most of all, happy!



- 4 Explain the words in bold in the text.

Text Analysis

STUDY SKILLS

It is good practice to summarise the main points of the paragraphs in a text by condensing the pertinent information into one sentence. This allows a better overall understanding of the text and the progression of ideas in it.

- 5 a) Read the four sections of the text again and focus on the main idea of each. Choose the sentence below that matches the main idea of each text.

Section A

- 1 Technology works to adapt the environment to the needs of employees.
- 2 Technology has resulted in constant change, making employees more productive.

Section B

- 1 Companies universally offer workers the same access to innovation and flexible working.
- 2 The flexibility of new technology allows workers to take their careers into their own hands.

Section C

- 1 Effective office design respects the way employees work today.
- 2 Work spaces are responding only to the needs of younger employees.

Section D

- 1 Bad office design has led to detrimental impacts on the health of employees.
- 2 Office design should offer employees a sense of physical comfort and mental fulfilment.

- b) **THINK!** Which person's office would you prefer to work at? Why?

C Paul

I know that some people might scoff at my generation with thinly veiled disdain, but we have to acknowledge and accept that the world is changing and so too are our working needs. Expecting more from a work environment isn't about some ungrateful millennial sense of entitlement. It's about empowerment, and not just for young people but for everyone. I'm glad that my office doesn't have cubicles and instead features open collaborative environments, sofas and cafés. It's great that if I want to discuss something I can just grab a colleague, sit on a soft carpet and brainstorm with them. My company realises that offices need to have a diverse array of these facilities in order to create environments that people actually want to be in. Interaction and communicative exchange are vital in the modern world, and the work spaces at my firm facilitate that and reflect the aspirations of our employees.



D Jessica

As with all other aspects of our contemporary lives, the concept of the office is rapidly becoming a fantastic synergy between physical and digital elements. With the blistering pace of technological advancements in recent years, both workers and employers have a myriad of choices, and unfettered scope to innovate. In my office however, the focus is now on well-being more than anything else and how to attain that. Ambient mood lighting linked to external sensors, sleep pods, massage therapy and even green spaces and rooftop gardens are all part of the equation and all feature in my workplace. This blend of cutting-edge tech with traditional forms of rest is really boosting our worker contentment and satisfaction. I love having the opportunity to work on my netbook while sipping a latte and gazing out at panoramic views of the city skyline. You see, in my company the emphasis is on developing pride in the workplace and boosting staff retention. After all, with such exquisite facilities, why would anyone want to work from home anyway?



Listening & Speaking



Listen and read the text again. In pairs, discuss what the benefits of the offices described in the text are and why. Are there any disadvantages?

Writing

ICT Do some research about offices in the 1960s. How have offices changed over the years? How do they compare to the offices of today and where would you rather work?

Vocabulary from the text

1 Match the adjectives with the nouns to make collocations. Then make sentences of your own with the collocations.

- | | | | |
|----------------------------|--------------|---|----------------|
| 1 <input type="checkbox"/> | blistering | a | technology |
| 2 <input type="checkbox"/> | unfettered | b | computing |
| 3 <input type="checkbox"/> | tired | c | pace |
| 4 <input type="checkbox"/> | sense | d | cliché |
| 5 <input type="checkbox"/> | cloud | e | scope |
| 6 <input type="checkbox"/> | cutting-edge | f | of entitlement |

2 Fill in: *actually, rapidly, personally, literally.*

- There are no desks in my office; only open collaborative spaces and sitting areas!
- Our office is becoming fully automated; the pace of the changes is astonishing.
- This work space is so comfortable that people want to spend as much time here as they can.
- I find that these flexible working hours help me be my most productive.

3 Choose the correct word. Make a sentence with the other word.

- In a lot of offices, different technology systems are **collated/interconnected** for maximum benefit.
- As the company's first point of contact, Mary has to **link/liase** with clients across the world.
- The capabilities of new technology provide employees with a strong feeling of **empowerment/entitlement**.
- The **blend/synergy** of the team's diverse skills resulted in a new concept that surprised everyone.

Topic vocabulary

Work

4 a) Put the qualities below into the correct column according to what they describe. Check their meaning in the Word List. Which are *P* (positive), *N* (negative) or both?

- humdrum • conscientious • clueless (about) • dead-end
- cushy • methodical • proper • taxing • adept at • menial
- high-powered • instrumental (to/for) • tedious • plum
- worthwhile • indecisive

job	employee

b) **THINK!** Which qualities do you think might be used to describe a white-collar job? a blue-collar job? Use words from Ex. 4a and your own words to describe your perfect job.

c) Which qualities best describe the ideal employee? Why?

5 a) Fill in *give or take*.

- | | |
|-------------------------|----------------------------|
| 1 notice of | 5 credit to |
| 2 issue with | 6 responsibility for |
| 3 the opportunity | 7 charge of |
| 4 credit for | 8 a pay rise |

b) Use collocations in the correct form from Ex. 5a to fill in the gaps. Make your own sentences with the rest.

- She specific clauses in her employment contract.
- The manager the entire team and thanked them.
- Despite the company's poor history of employee retention, people the positive changes it has implemented.
- During the meeting, the sales director to introduce the newest member of his staff.

6 a) Choose the correct item.

Our Best Working Self

The **1) foundation/groundwork** of a successful working life is a **2) hard/strong** work ethic, but what does that **3) constitute/compose**?



- Integrity:** Being honest and **4) frank/blunt** when giving feedback **5) commands/requests** respect and builds **6) unquestioning/trusting** relationships.
- Responsibility:** Being **7) highly/largely** motivated and **8) enfolding/ embracing** tasks while showing a high level of **9) initiative/innovation**.
- Quality:** **10) Constantly/Swiftly** working to produce top quality work.
- Discipline:** Showing **11) dedication/devotion** and **12) struggling/striving** to meet deadlines.
- Teamwork:** Exhibiting strong **13) interactive/interpersonal** skills and respect for your colleagues.

Focusing on these five factors will make you a(n) **14) honoured/valued** member of the team.

b) **SPEAKING** What can workers do to improve the work ethic in the workplace? Discuss in pairs using words from Exs 4, 5 and 6a.

e.g. *I think workers should give honest feedback whenever possible. Those around them will appreciate their honesty and look forward to working with them.*

Education

7 a) **COLLOCATIONS** Fill in: *thinking, zone, fees, arts, prospects, components.*

- The college offers a course in the creative
- The course is highly competitive and the tuition are quite high.
- The course curriculum has a number of key that students will learn.
- To succeed on the course, students must possess a certain level of lateral
- This will push some students out of their comfort
- At the end of the course, assistance will be given to improve students' career

b) Fill in the gaps with phrases from Ex. 7a that collocate with the verbs in bold. Can you think of any other words that collocate with these verbs?

- This problem is not straightforward and **requires**
- Can you **identify** the that make up this economic model?
- Students must **find** their while studying away from home.

c) Make your own sentences with the other collocations in Ex. 7a and the verbs below.

- pay • study • enhance

Idioms (with think, mind & brain)

8 Fill in *think, mind or brain* in the correct form. Check in the Word List. Make sentences of your own using the idioms. Do you have similar idioms in your language?

- | | |
|---------------------------|--------------------------|
| 1 pick sb's | 6 be in/of two |
| 2 take sb's off sth | 7 outside the box |
| 3 bring sth to | 8 rack your |
| 4 slip one's | 9 have sth on your |
| 5 not straight | |

Prepositions

9 Fill in *on or in*. Check in Appendix I.

- A high percentage of college graduates cannot find employment their chosen fields.
- The dissertation must be completed accordance with university guidelines.
- the face of it, the proposal seems irrelevant, but it does raise some pertinent issues.
- Is the school's curriculum line with the national criteria?
- The research is the threshold of a major breakthrough in gene manipulation.

Phrasal verbs

10 Replace the words in bold with a phrasal verb from the list in the correct form. Check in Appendix II. Make sentences of your own with the rest.

- step down • fend for • hit upon • wind down
- knock off • hammer away • drift off • settle into

- He **left work** early in order to meet some clients.
- He **resigned** as head of his department at the university.
- The students **thought of** a great research idea for their final group project.

Word formation

11 Read the text. Use the words in capitals to form a word that fits the gaps (1-8).



We are all born with a natural curiosity 1) in our psyche. We want to learn. Despite the fact that learning is obviously 2), in most cases it declines rather 3) as we age. The demands of work and personal life 4) our abilities and diminish this natural 5) to learn. Developing a lifetime learning habit requires articulating the 6) you want to achieve, such as mastering a subject, then identifying ways to fit this into your everyday programme. Learning over a lifetime boasts a(n) 7) list of benefits from increased creativity and prolonged mental health to spiritual fulfilment and greater 8) Most of all, though, a lifetime of learning is a reward in itself.

- BED
- ADVANTAGE
- DRAMA
- PAIR
- TEND
- COME
- FINITE
- EMPLOY

Infinitive/-ing forms ▶ see pp. GR5-GR8

- 1** a) Put the words in brackets into the correct form of the infinitive (with/without *to*) or *-ing* form. Give reasons for their use.



Exceptional Education

If you ask a person in their twenties about their experiences in school, they **will probably describe** things that aren't all that different to what their parents experienced. But **there is** no need for this stagnation of the education system. Max Ventilla, the mind behind AltSchool, says he **is going to reform** the system by **1** **(revolutionise)** the way children learn. When you look at the remarkable innovations in AltSchool institutions he seems **2** **(achieve)** exactly that! You see, Ventilla – an educational pioneer – is known for **3** **(develop)** both cutting-edge software and an actual bricks-and-mortar school specifically for its application. In AltSchools, learners need **4** **(not/follow)** a fixed syllabus. Instead Ventilla realises that students prefer **5** **(shape)** their own curriculum. Along with their teachers, they design their own personalised lesson plans via tablets and the latest interactive technologies. As a result of this customised approach Ventilla hopes that by the time children leave his schools they **will have acquired** all the crucial 21st century skills needed for the modern world. The AltSchool movement, in addition to **6** **(support)** by numerous Silicon Valley benefactors, has made massive strides recently. In fact, this partnership **will have been running** for many years by the time the latest intake of students graduate. Not bad for an idea that seems so at odds with the traditional status quo of education! With its groundbreaking fusion of the virtual and the actual, **it's** safe **7** **(say)** that we **will be seeing** a lot more of Ventilla and his brainchild in the years to come. So **8** **(change)** the way we approach education may be the way forward.

- b) What other uses of the infinitive (with or without *to*) or *-ing* form can you think of? Discuss with your partner.**

- 2** Read the sentences below. Find the mistakes. Compare your answers with your partner's.

- Mary would prefer to joining the conference on Friday as she is teaching on Thursday.
- You should make the students to do some groupwork every lesson.
- I suggest to ask for more responsibilities at the firm if you want a promotion.
- We are looking forward to try the new interactive educational software next week.

- 3** a) Put the verbs in brackets into the *to*-infinitive or *-ing* form. How do they differ in meaning?

- a He is afraid **(give up)** his job as he depends on its steady income.

b Joe was afraid of **(lose)** his customers if he changed his restaurant.
- a If the contract falls through, the company would cease **(operate)**

b It seems that the factory will cease **(produce)** goods.
- a This desk is extremely unkempt; it wants **(tidy)**!

b Sandra wants **(organise)** her desk before she goes on holiday leave.
- a Amy proposed **(work)** from home to her manager.

b Do you know what the director proposes **(do)** about the merger?

b) In which sentences can the verbs be followed by either an infinitive or an *-ing* form without a change in meaning? Which of the verbs below follow the same rule? Check in the *Grammar Reference* section.

• dread • require • permit • mean • omit

it/there ▶ see p. GR8

- 4** a) Look at the highlighted words in the text in Ex. 1a. How do we use these structures?

b) Fill in *there* or *it*.

- In the financial sector exists a strong culture of competitiveness between traders.
- took several years of hard graft before their business turned a profit.
- is no need to work overtime today; our deadline was extended.
- was Angela's idea to revamp the firm's online presence.

Future tenses (review) ▶ see pp. GR8-GR10

5 Look at the text again. Identify all the tenses in bold. Explain how we form/use each.

6 Read the blog post and put the verbs in brackets in the correct future form.

Hi everyone, I'm sure that by now you

1) (all/see) my last blog post. I can't believe that by the end of the week I

2) (work) at the art shop for three years! Because of this I've been thinking about my future plans a lot recently, and I've decided that I

3) (apply) for a scholarship to Art College. I 4) (fill out) the application forms tomorrow. After all, it's important that I return everything as soon as possible as they

5) (close) new registrations next month. It's not going to be easy as I don't have much formal training, but I'm determined that no matter how hard it gets, I 6) (not/give up) till they accept me on the programme. I think I've got the talent to be successful and I really feel confident about this new direction in my life. Wish me luck!

7 **SPEAKING** Use the ideas below and the correct future tense to make sentences.

- your graduation is next week
- you intend to search for jobs tomorrow
- you see an offer for an interesting new class at college
- your eight-year anniversary at work is next month
- it's four pm, Mr Henderson's meeting was at two pm

I'll be a graduate next week. / I'll be graduating next week. (fact/future arrangement)

Other future forms

8 a) Read sentences 1-4. Which phrase is used to express: *a formal arrangement/scheduled event? something that is expected to happen at a particular time? an action that will take place in the immediate future? an action which is almost certain to happen in the future?*

- 1 Sally **is bound to get** the promotion; she's been making a great impression lately.
- 2 Martin's company **is to launch** the new product in July.
- 3 The refurbishment of the office **is due to finish** in six months.
- 4 Naomi's business deal **is about to be** finalised.

b) Which of the phrases in bold in Ex. 8a can be replaced with: i) *be on the point/on the verge of* ii) *be sure/certain to* without a change in meaning? Do they follow the same pattern?

The future in the past

9 Choose the answer that best matches the phrase in bold.

- 1 Kevin **was due to** speak at the conference, but had his flight cancelled last minute.
a was planning to b was hoping to
- 2 Eric **was on the point of quitting** his job when his boss offered him a pay rise.
a had already quit b was just about to quit
- 3 The concert hall **was to** hold the Expo for the next fifteen years.
a had been destined to b had expressed its desire to

Key word transformations

10 Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and eight words.

- 1 Mr Jones refuses to lay off any staff despite the company's problems. **INTENTION**
Mr Jones has any staff despite the company's problems.
- 2 The company may be about to sign the new business agreement. **VERGE**
The company may the new business agreement.
- 3 Janet was not used to facing such intense negotiations with clients. **HABIT**
Janet was intensely with clients.
- 4 'I'm sorry that I didn't introduce myself to the clients when they visited the office,' said Julia. **REGRETTED**
Julia said to the clients when they visited the office.
- 5 I fully intended to give the report to Mr Smith yesterday but he had to leave early. **WAS**
I yesterday but he had to leave early.
- 6 During the meeting, the board failed to agree about the business targets for next year. **REACH**
During the meeting, the board about the business targets for next year.

11 **WRITING** Write a reply to the blog post in Ex. 6 mentioning your future academic/professional plans and aspirations. Use the future tenses and/or other future forms.

Multiple choice – Short extracts

Preparing for the task


STUDY SKILLS

Before you listen, read the rubric and the questions and think about what you might be listening to and for i.e. *attitude, opinion, gist, detail, function, purpose, feeling, etc.* When you listen to the extracts, concentrate on the main points of what is being said and the purpose of it while trying to work out the attitudes and opinions being expressed. In addition, pay attention to the register and tone of the speaker as this can be useful in clarifying your answer. Make sure to listen to the complete extract before answering the questions. The answer may be anywhere in the text or be based on the text as a whole.

- 1** a) Look at the rubric below. What could the extract be about?

You hear a manager addressing his employees.

- b) Look at the questions and options below and underline the key words. What is each asking you to listen for: *attitude, opinion, gist, detail, function, purpose or feeling?* Which words helped your decide?
- What does the speaker suggest about the value of the course?
 - It may not prove profitable for some people.
 - It is only relevant to those working in the field.
 - It has a broader reach than may be realised.
 - What is he doing when he speaks?
 - justifying his decision
 - bolstering his employees
 - encouraging active participation

c)  Listen and answer questions 1 and 2 in Ex. 1b. What in the speaker's tone helped you answer the questions?

- 2** a) Look at questions 1-6 below for the three extracts. What is each asking you to listen for?



Extract One

You hear an academic called Leonard Richardson talking to a group of school leavers.

- What does he suggest about the worth of university?
 - It has a similar outcome for all who attend.
 - It's imperative for securing a positive position.
 - It can aid both professional and personal growth.
- What is the aim of his talk?
 - to encourage his audience to consider their choices
 - to highlight the most relevant aspects of further education
 - to emphasise the importance of a well-rounded education

Extract Two


You hear a student talking to his head teacher about a meeting.

- What aspect do the speakers agree on?
 - the value of apologising
 - the need for an explanation
 - the significance of the meeting
- What was Mrs Hopkins' attitude towards William's behaviour?
 - incomprehension of his absence
 - displeasure at his disrespect
 - appreciation of his predicament

Extract Three

You hear two people talking about a job interview.

- How does the woman feel about her previous experience?
 - concerned that it's inadequate
 - hopeful it is sufficient
 - confident it is relevant
- What is he doing when he speaks?
 - describing the results of his advice
 - suggesting ways she can improve the situation
 - emphasising the importance of preparation

b)  Listen and for questions 1-6 in Ex. 2a, choose the answer (A, B or C) which fits best according to what you hear.

Speaking skills 2e

Offering/Responding to apologies & Reassuring

- 1** Read the first exchange. What is the dialogue about?
 Listen and check.



Mrs Lewis: Martin, when you emailed the agenda, did you attach the report along with the other papers for this morning's committee meeting?

Martin: Actually, no I didn't. I'm very sorry about that. It totally slipped my mind.

Mrs Lewis: I see. That's unfortunate. That report needs to be discussed at the meeting.

Martin: Well, no need to worry; I've already thought of how to rectify the situation. I took the liberty of summarising the key points on a single document which can be distributed to everyone.

Mrs Lewis: That might just work. Well done. I appreciate your candour on the matter, Martin.

Martin: Thank you, and once again, apologies for my oversight.

- 2** Which underlined phrases in the dialogue offer apologies, reassure or respond to an apology? Replace them with phrases from the useful language box.

Offering apologies	Reassuring
<ul style="list-style-type: none"> • I can't apologise enough./ I'm ever so sorry./ My humblest apologies. • I completely overlooked it./ It totally slipped my mind. • The fault/mistake is/was entirely mine ... • It was very remiss of me .../ It was negligent of me ... • It was my responsibility ... • I hope you can forgive me ... 	<ul style="list-style-type: none"> • You needn't worry .../ There's no need for concern ... • Rest assured/ Be certain (that) ... • I'll rectify the situation ...
	Responding to an apology
	<ul style="list-style-type: none"> • I appreciate your candour on the matter .../ Thank you for your honesty ... • That is most regrettable./ That is unfortunate.

- 3** Work in pairs. Imagine that you missed a deadline at work or university. Use the phrases in the Useful Language box and/or your own ideas to act out a dialogue similar to the one in Ex. 1.

Comparing pictures

STUDY SKILLS

When you compare pictures based on a specific topic, you should compare/contrast the main points (places, people, feelings) in detail and speculate about the specific situation. Remember to listen and respond to what your partner is saying.

Speculating

- 4** a) With a partner, look at pictures A and C. Talk with your partner about what events may immediately follow those depicted in the photographs.




Evaluating/Suggesting Alternatives

b) Now look at all the pictures. They will be used in a magazine article on employee motivation in the 21st century workplace. Talk together about the effects of employee motivation, as shown in these pictures. Then suggest one other factor that can affect employee motivation either positively or negatively that could be included in the article.

Use the phrases in the Useful Language box below.

Speculating	Evaluating	Suggesting alternatives
<ul style="list-style-type: none"> • I can't say for certain, but ... • It's difficult to say for sure, but it looks as though ... • It's hard to tell from the picture, but ... 	<ul style="list-style-type: none"> • I fail to see the point of the picture ... • Picture ... does not show ... quite as clearly as ... • All the pictures are interesting, but ... gives a stronger idea of ... • The ... picture(s) ... good indication of ... 	<ul style="list-style-type: none"> • Perhaps if there were ... • A ... would illustrate the aspect of ...

- c)  Listen to two candidates doing the task. Who is more successful? Why? Assess them in terms of:

- contribution
- interactive communication
- grammatical accuracy
- range of vocabulary

General introduction

Formal letters/emails are sent to people in an official position, (e.g. director of an international company, a magazine editor, a director of studies, etc). Formal letters/emails are often written in response to something you have read in a newspaper/magazine or heard as part of an announcement at the local council, etc. There are many reasons for writing them, for example: to give information, to give an opinion, to apologise, to offer advice, etc.

There might be cases when you are asked to write letters/emails in which you have to respond to a combination of subtopics (e.g describe an experience and assess/evaluate how this has helped/influenced you, etc). Therefore, you should always read the rubric carefully.

General outline for letters/emails**Greeting**

Para 1 ► opening remarks, reasons for writing (It is necessary to state who you are and what you are responding to according to the rubric of the task.)

Paras 2 & 3 ► development of the points raised in the rubric and analysis in different paragraphs. (Don't forget to start each paragraph with a topic sentence.)

Para 4 ► closing remarks, (Depending on the type of letter/email you are writing, you can also include a summary of your opinion or of the main body, a reassurance, a request/offer for further contact, etc.)

Sign off

Remember that formal letters/emails begin and end with *either*:

Dear Sir/Madam, → Yours Faithfully, **OR**
Dear Mr/Mrs/Ms (recipient's surname), → Yours sincerely, + (your full name)

Note:

- If you are asked to describe a point and assess/evaluate/give your opinion on this point, you should include two main body paragraphs in your letter/email: one describing the point presented and one assessing/evaluating it. When doing so, don't forget to include arguments to support your opinion followed by examples/justifications.
- If you are asked to write a letter/email of apology, you should include two main body paragraphs: one explaining the reasons for the problem and one apologising and giving explanations on how the situation will be resolved/rectified.
- If you are asked to write a letter/email of advice, you should include two main body paragraphs offering advice and suggestions on how this advice will help.
- It is also essential, when writing such letters/emails, that the register is appropriate for the target reader. In other words, in a formal letter/email, the tone should be respectful.

- 1** a) Match the beginnings (1-3) to the endings (A-C) of the formal letters below.

Beginnings

1 Dear Ms Jones,
I have been with the company for four years and my supervisor can vouch for my professionalism and attitude in the office. However, a recent incident may have tainted my reputation and I wish to express my deepest regrets on the matter.

2 Dear Editor,
I am writing in reply to your magazine's invitation to readers to express their opinion on the subject of bullying in schools. This has become a major issue in society and requires our immediate attention.

3 Dear Sir/Madam,
With regards to your recent article about the importance of group work in the classroom, I would like to put forward my observations. An incident from my own school days has led me to believe in the value of shared activities.

Endings

A The above is an honest account of my part in the situation and I hope you will take this into consideration. Once again, I am truly sorry for any inconvenience this matter may have caused.
Yours sincerely,
Ronald Johnson

B As I have discovered, the value in learning the art of co-operation cannot be overstated. It is not only essential for communicating in our everyday lives, it is also a vital asset in the professional world.
Yours faithfully,
Steven Madison

C The current situation is in danger of spiralling out of control, but by taking a few simple steps I believe students would be less inclined to victimise their fellow classmates. This is essential to make our learning institutions safer.
Yours faithfully,
Mary Hogan

b) In which letter is the writer going to:

- assess a situation and make suggestions?
- describe and evaluate an experience?
- explain and apologise about an occurrence?

Rubric analysis

2 Read the rubric and underline the key words. Then answer the questions.

An English-language magazine is inviting readers to submit letters in response to the following excerpt from an article: *'These days young people are willing to work unpaid in order to get valuable experience.'* You decide to submit a letter. You should briefly describe if you or someone you know has had such an experience. You should also assess the extent to which gaining experience is valuable for future job prospects. Write your **letter** in 280-320 words.

- 1 What greeting would you use?
- 2 What is the purpose of writing the letter?
- 3 What paragraph plan would you use?
- 4 How would you sign off the letter?

Dear Sir/Madam,

Having thoroughly read your article on unpaid work placements in the last issue of your magazine, I would like to recount my reflections from my internship, which proved to be an overall enriching endeavour.

Participating in this internship was extremely daunting at first but it turned out to be a great platform for me to gain deeper insights into the accounting and audit industries. One of the challenges I faced since day one was handling specialised accounts, which demanded specific skills that I did not possess at the time. However, the senior associates were always willing to give their advice and guidance. In the end, all my hard work had paid off as I received an official job offer.

Bearing this in mind, I truly believe that internships can be a vital stepping stone in the search for employment. Placements can provide students or potential job candidates with the opportunity to cultivate skills necessary for competing in the job market and as a result, this willingness to work without compensation becomes a real door opener. A second point is that they can increase their knowledge of an industry sector, allowing them to make more informed decisions about future career choices. At the same time, presenting this experience to potential employers later, in a job application or at an interview, can only work to their benefit.

Looking back now, I am extremely grateful to have been given this opportunity as it enabled me to develop my skills in response to the various challenges presented to me while rewarding me with a full-time position. That being the case, I believe work placement schemes provide the opportunity for individuals to acquire new skills in a chosen industry and increase prospects for future employment. Thank you for considering my views.

Yours faithfully,
Jack Harper

Register

There might be cases where it will be necessary for you to use advanced/formal register in your writing. Formal register is characterised by serious impersonal style, advanced vocabulary and no colloquial English or short forms. You should also try to include:

- 1 **advanced grammatical structures** such as:
 - passive voice (e.g. *I can be contacted at ...*)
 - reduced relative clauses (e.g. *One problem **being ignored** (= which is being ignored) is that bullies tend to pick on weaker students at school.*) (see GR35)
- 2 **advanced linking devices** such as:
 - fronting (e.g. *Having thoroughly read your article ...*)
 - discourse markers (e.g. *that being the case, otherwise, as a result, in this way, contrarily, nonetheless, etc.*)

3 Rewrite each sentence using the word or phrase in brackets. Make any other changes that are necessary.

- 1 To my mind, university education does not guarantee professional success but it does provide employment opportunities. **(Be that as it may)**
.....
.....
- 2 Guidance counselors provide a valuable service to students. They are expensive for schools to employ full time. **(Contrarily)**
.....
.....
- 3 One problem which is being overlooked is the shift in priorities away from primary level Science. **(being overlooked)**
.....
.....
- 4 Some career fairs take place several times a year. Job seekers get the chance to meet potential recruiters year round. **(As a result)**
.....
.....
- 5 I strongly believe teacher-made resources are useful, but they should only be used to supplement textbooks and not to replace them. **(Nonetheless)**
.....
.....



Topic sentences

A topic sentence, usually the first sentence of a paragraph, gives the main idea of the paragraph. It is followed by supporting sentences e.g. an explanation or an example that further expands on the topic.

4 a) Read the letter in Ex. 2 and underline the topic sentences.

b) Read the following paragraphs and expand the prompts to form topic sentences. Then say whether each paragraph contains an explanation, an example or both.

pressing need/renovation work/office building

A The walls, in particular, have not been painted for years and are suffering from serious damp. If work is not carried out soon, the dampness could cause further structural problems.

studying online/popular/gives people flexibility

B It has been proven to be of particular benefit to mature students as it allows them to fit their coursework around their work schedule, there being no need to log in at a specific time. In addition, students are able to work independently and at their own pace, organising their study time and accordingly.

5 Read the following topic sentences. Then, using the prompts given, write supporting sentences to complete each paragraph. Remember to keep the style consistent throughout.

1 It seems to me that employees should be promoted on the basis of their contributions.

- reward hard work • motivate to excel
 - an inspiration for others
-

2 In my view, success in end-of-term examinations is an important part of the student education process.

- incentive to study • indication of progress
 - obtain qualifications
-

3 I fully agree that online visibility is essential for businesses these days.

- reach many users • promote products/services
 - gain publicity
-

Rubric analysis

6 a) Read the rubric and underline the key words. Then answer the questions.

You had an important job interview. On the way, you had a minor car accident. You are in the difficult position of having to arrange a new interview. Apologise and suggest arranging another interview. Write your **email** in approximately 200 words.

- 1 Who are you writing to?
- 2 What is the purpose for writing the email?
- 3 What paragraph plan would you use?
- 4 What greeting would you use?
- 5 How would you sign off the email?

b) Read the model and put the paragraphs in the correct order. Which paragraph contains: opening remarks, closing remarks, an explanation/apology, a request for another interview?

c) Highlight examples of formal register.

REPLY MAIL

Dear Mr Brock,

A In my defence, I called your office to inform them that due to circumstances beyond my control, I was unable to attend the interview. I had unfortunately been involved in a minor car accident on the way to your office. Having said that, I would like to take this opportunity to apologise to you personally, as I realise your time is valuable and I am truly sorry for any inconvenience caused.

B Once again, I apologise, and thank you for your kind consideration.

C That being said, I hope this unfortunate incident will not negatively impact your hiring decision. As my credentials were of high enough merit for the board to recommend a second interview, I hope you will allow me the chance to make your acquaintance and justify their recommendation. If it is not possible to reschedule the meeting, I completely understand, and I hope this incident will not reflect negatively on me for any future openings that will arise.

D Please accept my sincere apologies for being unable to attend my follow-up interview with you yesterday afternoon for the Office Manager position at Water Price Industries.

Yours sincerely,
Eric Roberts



7 The underlined sections of beginning A and ending B are written in the wrong style. Rewrite them using the words/phrases given.

- disrespectful • In hindsight • wish to offer my sincerest apologies • Having learned • show a higher level of maturity • conduct myself more appropriately • appreciate fully

A With profound respect, I 1) want to say how sorry I am for my disgraceful conduct last Tuesday. 2) Now that I think of it, my actions were extremely 3) rude to you, my peers and the school. 4) Getting a lot from this experience, I 5) know that I have to 6) stop acting like that and need to 7) be more grown up in the future.

- acknowledge • wish to express my deepest regrets • dedication • instil in • rest assured • improper • I would like to attend

B I 1) recognise your 2) hard work 3) in trying to give me the knowledge I need to succeed and 4) I want to come to your class again. You can 5) be sure that this incident will not be repeated. Once again, I 6) can't tell you how sorry I am for my 7) bad behaviour.

8 a) Read the rubrics and underline the key words. Then answer the questions.

An international magazine has recently published a feature entitled '*Higher education is valuable for a young person's future as it provides more opportunities.*' The editor has asked readers to submit letters describing their own or someone else's experiences on the topic. You should also assess the extent to which higher education is a valuable experience for young people. Write your **letter** in 280-320 words.

You missed an important presentation at work with your manager and several clients. Your manager delayed closing the deal with the clients as a result. You are in the difficult position of having to arrange another meeting with your manager and the same clients. Apologise and suggest another time. Write your **email** in approximately 200 words.

- 1 What greetings would you use for each letter/email?
- 2 What is the purpose for writing each one?
- 3 What paragraph plan would you use for each one?
- 4 What useful expressions could you use as opening and closing remarks for each one?
- 5 How would you sign off each letter/email?

b) Choose one of the two rubrics in Ex. 8a and use the Useful Language box to write your letter/email.

Useful Language

Opening remarks

- I am writing in response to/with regard to/concerning ... • I would like to express my views on/put forth my observations ... • I am writing to apologise for/offer my apologies for ...

Giving opinions

- In my opinion, ... • It seems to me that/ I am totally opposed to/in favour of ... • I strongly agree/disagree with ...

Apologising (see Speaking 2e, p. 31)

Giving reasons

- Personally, I ... • As far as I am concerned, ... • It seems/appears to me that ... • In my case/view/opinion, ... • To my mind, ... • I fully support ... • I am entirely in favour of ... • Being able to ... is the reason why I ...

Giving advice/suggestions

- I would like to offer one or two suggestions concerning ... • It might/would be to your advantage if you were to ... • I feel the best course of action would be ...

Presenting results

- Consequently, ... • Therefore, ... • As a result, ... • This means that ... • This way,/That way, ...

Closing remarks

- Thank you for considering my views. • I hope your (company) takes this into account ... • I hope I have been of some assistance. • Please do not hesitate to contact me ... • I look forward to ...



Checklist

When you finish your piece of writing, check that:

- the plan is clearly set out
- appropriate opening and closing remarks are used
- the writing is well-organised and coherent
- there is a variety of suitable linking words to connect ideas
- the content is relevant to the task
- all points asked for in the rubric are included
- the appropriate register & style is used (advanced/formal)
- grammar is used accurately
- there is a range of rich vocabulary
- the target reader is fully informed

Open cloze text

Preparing for the task

STUDY SKILLS

Read the title and the whole text first, in order to understand what the text is about, before attempting to complete the gaps. Make sure that you check for structures that might present an opposing viewpoint. You should also pay particular attention to what is before and after each gap as the missing word might form part of an expression. The missing word could be any of the following: *pronouns, linkers/conjunctions, prepositions or parts of prepositional phrases, parts of phrasal verbs, parts of set phrases, articles/determiners, parts of collocations, adverbs or parts of comparatives/superlatives*. Remember to use only one word and avoid contractions. Finally, read through the whole text again to check that it makes sense.

1 a) Read the sentences and underline the type of word that is missing in each.

- The company are planning to reform their infrastructure the lines of their European business model.
(part of a prepositional phrase/conjunction)
- If you only use particular website during your job search, you are significantly limiting your options.
(definite article/demonstrative determiner)
- The firm finds that of their staff prefer to branch out into several fields, rather than tie themselves down to one particular specialism.
(noun/quantifier)
- Although the programme has been successful , the employees are beginning to tire of it.
(adverb/determiner)

b) Now write the correct word in each gap.

- 2 For questions 1-8, read the text and think of the word which best fits each gap. Use only one word for each gap. There is an example at the beginning (0).



Forget about the traditional process of going to job interviews and answering question after question with tired clichés and business buzzwords that reveal 0) *nothing* beneficial to an employer. There is now a fascinating new method designed to reveal deeper subtleties 1) character. This technique, known as psychometric testing, has been breaking 2) ground in recruitment by using aptitude tests to examine candidates' fluid and crystallised intelligence. Aptitude tests enable employers to objectively evaluate candidates' fluid intelligence by assessing 3) ability to think abstractly and strategically. The aim here isn't to measure experience or qualifications, 4) to provide a useful barometer of how someone can solve problems. In addition to this, the aspects of the tests that explore crystallised intelligence look at 5) a candidate has learnt from past experiences and their ability to apply this to a work context. There aren't necessarily right or wrong answers. These tests simply require candidates to respond to the questions to the 6) of their ability and be as honest about 7) as possible. In this way, employers have a unique marker as to the 8) to which a candidate can flourish within their business.

3 For questions 1-6, choose the correct answer (A, B, C or D).

- Entrepreneurs who plan carefully are more likely to make a success of any business they embark upon.
A errands B pursuits C escapades D ventures
- Anyone may have a six-month extension for writing up their thesis; , however, you must make a formal request for more time.
A in view of that C given that
B beyond that D in spite of that
- I have to it to William; he put in the hard work and got results.
A hand B present C give D applaud
- Although the chemist's initial experiment failed, she upon a strong new material in the process.
A tripped B fell C broke D stumbled
- Lawrence suggested ourselves at the beginning of the long project in order to avoid exhaustion.
A pacing B rushing C plodding D racing

Grammar

4 Choose the correct item. Give reasons.

Remember!

Will vs Would

We use *will* to talk about things that we believe will happen. We never use *will* in an *if/when* clause.

We use *would* instead of *will* to talk about hypothetical situations that may or may not happen, are unlikely to happen or that are impossible.

- According to the most current estimates, the demand for healthcare workers in the coming decades.
 A will increase C would increase
 B is increasing D would be increased
- Were they to offer me a full scholarship, continue my studies at this university.
 A I'll certainly C I'd certainly
 B certainly D I'm going to certainly
- Pat likes to imagine what to be a top fashion designer at London Fashion Week.
 A would it be like C it will like
 B will it be like D it would be like

Remember!

Word order

To emphasise the time when something happened, we can put phrases such as *it is/was not until* or *it is/was only when* in front of time words/phrases. When using *not until*, the negative verb must be placed in the *until*-clause instead of the main clause. i.e. instead of: *Until he was offered the job this morning, he hadn't realised the interview had gone so well.* we can say: *It wasn't until he was offered the job this morning that he realised the interview had gone so well.*

- we started using the new software yesterday that we realised quite how complicated it was.
 A Only when C It was only when
 B It was not when D It was not only when
- It wasn't until he walked into the office this morning the meeting.
 A that he remembered C he remembered
 B when he remembered D that did he remember
- 8 am, the gates of the building won't be unlocked.
 A It's until C Not until
 B It isn't until D Until
- It's only when we receive the completed report next week how much work still needs to be done.
 A that we'll know C that we haven't known
 B we won't have known D will we know

Vocabulary

5 Use the words below to fill in the gaps in the sentences correctly. For one item both words can be used in the same gap. Why is this?

Remember!

Some words can be very closely related but have important differences depending on the context.

For example:

*Mary is an **articulate/eloquent** young woman who dominates discussions in the office.* (the two words are both used in the context of communication)

BUT *The dancer's leap was an **eloquent** movement.* (in the context of an action)

*We heard **mumbling** but no **articulate** words.* (in the context of audible speech)

• propagate • transmit

- The company works hard to effectively its corporate values.
- Wireless devices information to the cloud to be stored remotely.
- Plants need the correct conditions to successfully.

• futile • vain

- Arguing with Rick is ; he'll never accept that he was wrong.
- Ellen waited in for a response from the interviewer; someone else got the job.
- The company ruined itself in the attempt to rescue a failed business.

• supposition • assumption

- The company are working on the that sales will remain steady this quarter.
- What happened during the meeting to lead to the collapse of the business is a matter of
- The of responsibility by the board for the bank's problems was too little too late.

• belied • contradicted

- During the seminar Laura everything that Stephen said to the group.
- Her youth and carefree appearance at work her experience.
- Industry claims that the proposals are unrealistic are by the findings of Kevin's reports.

Education

Word Groups

1 Fill in the words in their correct form.

• flounder • stifle • hinder

- 1 Graduates often find their progress by their lack of experience.
- 2 It's important not to creativity in the young and let them express themselves.
- 3 Many students are under the massive workload of their courses.

• foster • expedite • cultivate

- 4 The most effective educators the growth of their students.
- 5 Education should the mind as well as teach skills.
- 6 The university registration is done electronically in order to the process.

• arbitrator • evaluator • referee

- 7 The PhD application must be supported by at least one
- 8 An independent is appointed to settle all disputes over exam results.
- 9 The valued the technology in the lab at over £100,000.

Idioms (related to work)

2 Choose whether A or B best completes the sentence containing the idiomatic expression in bold.

- 1 This product appears to be a **lame duck**;
A nobody wants to buy it.
B everyone feels sorry for it.
- 2 Mr Lang has been **burning the midnight oil** and
A leaving the lights on all night.
B working a lot of late nights.
- 3 Rob was **given the boot** from his job and had to
A clear out his desk.
B walk away from it.
- 4 You've **got your work cut out for you**
A starting a company from scratch.
B so you'll have to restart the job.
- 5 The new intern is **doing a whale of a job**;
A it's a huge undertaking.
B everyone is very impressed with him.

3 Make idioms and phrases with the verbs in the box. Check in the World List. Make sentences using the idioms/phrases.

• do • pull • strike

- | | |
|------------------------|----------------------|
| 1 your weight | 7 a job on someone |
| 2 a bargain | 8 out on your own |
| 3 it the hard way | 9 sth out of a hat |
| 4 while the iron's hot | 10 your socks up |
| 5 a 180 | 11 a balance |
| 6 some strings | 12 out all the stops |

Work

4 Choose the odd one out.

- 1 The CEO **brims/oozes/radiates/exudes** confidence when he meets with clients.
- 2 The reporter was given his **walking papers/notice/dismissal/marching orders** after he was caught plagiarising another writer.
- 3 A business degree is **requisite/mandatory/indispensable/obligatory** for this position.
- 4 The management are pleased with the prototype and think it's a **prosperous/profitable/bankable/lucrative** idea.

Grammar in Focus

Fill in the gaps with the correct word, put the words in brackets in the correct form or choose the correct word.

Reaching for the stars

Many of us are familiar with the idea **1)** work experience during courses of study. However, such menial positions can be tedious, so what **2)** venturing into something literally 'out of this world'? New frontiers in space exploration need **3)** (**break**) and NASA are offering the chance to do just that! Interns can study either spacecraft design **4)** ponder the viability of alien planets for human colonisation. Their programme is open to students of multiple disciplines who appreciate that there's nothing **5)** as exhilarating as shaping the future! Naturally, getting on the programme is difficult on **6)** of the huge number of candidates. To deal with this, applicants **7)** (**enter**) into a pool. Researchers are then able to consider if a student is a good fit for a project. So, for ten weeks that **8)** **will totally change/will be totally changing** your life, make sure you sign **9)** today and join the elite few who **10)** (**already/have**) their dreams realised in incredible ways!

Reading

- 1** You are going to read an article about vocational education. For questions 1-10, choose from the paragraphs A-E. The paragraphs may be chosen more than once.

In which paragraph is it stated that

- new proposals require an appropriate level of scrutiny?
 academic subjects have benefits beyond their syllabuses?
 business is investing in an unknown quantity in the pursuit of an uncertain goal?
 responsibility for service provision needs to be correctly allocated?
 educators need to make sure that they don't lose sight of an important point?
 the issues discussed are a recurring theme that is yet to be agreed upon?
 beliefs about the key topics of a study were alluded to in the heading of a publication?
 industry is better suited to cover some issues than educational institutions?
 original thinking is key in finding solutions to future challenges?
 while obligations vary, they are still present for both parties?

1 2 3 4 5 6 7 8 9 10 

LIFTING HIGHER EDUCATION TO LOFTIER HEIGHTS?

Academic John Brennan asks whether universities should leave on-the-job training to employers.

A There is a lot of emphasis nowadays placed on the need for universities and business groups to get graduates “work ready” through vocational workplace training. This is to be welcomed but it is also to be questioned – about what it should mean in practice and how it should be applied. The concept is nothing new. I remember some years back being at a meeting about higher education and employment, attended by a number of employer representatives. I recall one employer remarking that of the many thousands of graduates that he had hired what he really wanted and expected was for each of them to have changed the nature of the job by the time they had left the role.

B Rather than being concerned with how recruits would fit into existing organisational arrangements and master existing ways of doing things, here was an employer who expected graduates to change existing arrangements and ways of working. Who, rather than focusing on whether graduates had the right kinds of skills and competencies, acknowledged that he didn't know what skills and competencies his workers would need in a few years' time. The very point of hiring graduates was that he hoped to get people who would themselves be able to work out what was required and be capable of delivering it and a bold new future.

C Of course, starting any job requires some work-specific knowledge and capability and when recruiting staff, graduate or non-graduate, employers have a responsibility to provide suitable induction and training. The responsibilities of higher education are different. They are about preparing for work in the long term, in different jobs and, quite possibly, in different sectors. This is preparation for work in a different world, for work that is going to require learning over a lifetime, not just the first few weeks of that first job after graduation. Current initiatives

set out a perfectly reasonable set of objectives for the ways in which higher education can help prepare students for their working lives. But much will depend on the interpretation and on recognising who – higher education or employer – is best equipped to contribute what.

D In the rush to focus on “vocational training to improve graduate employability” academics need to remember that all higher education is vocational in the sense that it can help shape a graduate's capacity to succeed in the workplace. In this way higher education is about life skills, not just job skills. Many years ago, Harold Silver and I wrote a book entitled *A Liberal Vocationalism*. It was based on a project we had just completed on the aims of degree courses in vocational areas such as accountancy, business and engineering. The book's title intentionally conveyed the message that even vocational degree courses were about more than training for a job. There were assumptions about criticality, transferability of skills, creating and adapting to change and, above all, an academic credibility.

E Degree courses in subjects such as history and sociology are preparations for employment as much as vocational degrees such as business and engineering. But the job details will not be known at the time of study. Indeed, they may not be known until several years later. Thus, the relevance of higher education to later working life for many graduates will lie in the realm of generic and transferable skills rather than specific competencies needed for a first job after graduation. The latter competencies are not unimportant but the graduate's employer is generally much better equipped than a university to ensure that the graduate acquires them. Work experience alongside or as part of study can also help a lot. Higher education is for the long term. Universities, employers and students should realise that.

Listening

- 2** You will hear two different extracts. For questions 1-4, choose the answer (A, B or C) which fits best according to what you hear.

Extract One

You will hear two people talking about students taking a gap year.

- What aspect of a gap year do they agree on?
 - the direction a student's studies can take
 - how students' learning abilities are affected
 - the renewed enthusiasm felt by the students
- What is the man doing when he talks about graduates getting on the corporate ladder?
 - admitting that they are in a difficult situation
 - explaining how they can get onto the first step
 - suggesting ways to help them get into work

Extract Two

You will hear a local councillor addressing a crowd at a factory opening.

- The speaker feels the community survived because
 - they went through the rough times together.
 - they all suffered in the same way.
 - they have been through worse times.
- The speaker contrasts the community with an accident victim in order to
 - highlight the pain they have experienced.
 - question the treatment they received.
 - emphasise the resilience of the area. (4x5=20)

Grammar

- 3** Choose the correct item.

- A colleague dared me **to try/try/to have tried/having tried** the new online personality test.
- It is my pleasure **to be met/to have been met/to have met/to meet** you.
- Do you object to **my being made/my making/me make/my having been made** the announcement today?
- Mrs Jones is just **about to leave/due to leave/bound to leave/sure to leave** for her meeting. (4x4=16)

Vocabulary

- 4** Choose the correct form.

- In Andrew's company women **constitute/compose/facilitate/cultivate** a large percentage of the senior management structure.
- Meeting the tight deadline for the project is going to take lots of hard work and **dedication/devotion/satisfaction/retention**.
- Vicky called Mr Richards in order to **slip/pick/rack/scoff** his brains over the particulars of the contract agreement.
- Julie is a very friendly employee with a smile that **oozes/radiates/fosters/boosts** happiness and positivity. (4x3=12)

Speaking

- 5** Fill in: *I fail to see the point, I'm afraid it slipped my mind, I appreciate your candour.*

- A: Did you file the Jenkins report?
B: I'm sorry.
- A: I hope you can forgive me for my oversight.
B: Well,
- A: I'm sorry but of this report.
B: It details the options for the sales team. (3x4=12)

Writing

- 6** Read the rubric and do the writing task.

An international magazine recently published an article in which the writer posed the question '*Does higher education beat vocational training in preparing graduates for the workplace?*'. The magazine has asked readers to respond to the question expressing their views. You should also state your preference and assess the extent to which it is of more value. Write your **letter**. (280-320 words).

(20 marks)
(Total = 100)

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- use vocabulary about work and education
- use prepositions with *on* and *in*
- use phrasal verbs related to work/education

Reading Competence

- read an article and complete multiple matching questions
- summarise main ideas in a text

Grammar Competence

- use infinitive/-ing forms
- use *it/there*
- form the future tenses
- use future in the past

Listening Competence

- listen to monologues/short dialogues and answer 3 option multiple choice questions

Speaking Competence

- offer/respond to apologies & reassure
- ### Writing Competence
- write: a formal letter to an editor/a formal email of apology

A costly trip?

The effects of tourism on the environment



1 Look at the pictures and read the first paragraph of the text. Think of some of the ways that tourism can damage the environment.

2 Read again and complete the gaps with a suitable word.
🔊 Listen and check.

3 According to the article, which of the following statements are true? Justify your answers.

- 1 Fewer people are visiting areas with delicate ecosystems.
- 2 Waste from cruise ships causes large amounts of damage to coral reefs.
- 3 The average resident of a Spanish city uses 440 litres of water a day.
- 4 Flying generates more CO₂ per hour than the average house.

4 **ICT** Do some research about the damage to the environment in your country or area. What measures could be taken to avoid it?

Check these words

- delicate • picturesque • scenic
- leach • expansion • essential
- resources • inflate • exacerbate
- transatlantic • burden

There are few things greater than the thrill of travelling and seeing the landscapes and natural wonders the world has to offer. With cheap flights around the world, now it's easy for tourists to visit areas of natural beauty that were **1)** inaccessible. But this huge increase in visitor numbers is beginning to have a disastrous impact on the environment.

Unfortunately, often the most popular destinations also have the most delicate ecosystems and **2)** careful management, tourists risk destroying the very thing that they come to see. Thousands of cruise ships and millions of tourists visit the picturesque Caribbean annually. But what they leave **3)** is less scenic. Every year, cruise ships in the Caribbean produce over 6,350,000 kilos of waste a year. All this waste not only destroys the beaches, but it kills wildlife and leaches chemicals into the water, destroying the coral reefs that are essential for all life in the tropics.

Moreover, the expansion of global tourism has led to greater expectations of luxury and comfort when we arrive at our destination. We want our five star hotels to be right **4)** to the beach or the ski slopes. But developments like this often involve the destruction of essential wildlife habitats. Large tourist developments also use huge amounts of resources – water, in particular. The average tourist in Spain uses 440 litres of water a day – twice the amount used by local people. Demand **5)** local food and products by wealthy tourists can also inflate prices for locals, exacerbating social issues and creating poverty.

Perhaps the most damaging effect of worldwide tourism, however, is air pollution. A single transatlantic flight produces as much CO₂ as powering a house for 17 years. **6)** you add this to the trains, buses and cars that transport tourists around countries and cities, this adds up to huge carbon burden for the planet.

Perhaps the only way to really reduce our impact on the environment is by **7)** down on the amount we travel. A lot of people are choosing to spend their holidays exploring interesting places closer to home. This not only protects eco-systems for future generations to enjoy, but also **8)** economic sense.



Culture Spot

England's Last Clog Maker

1 Look at the picture and read the first sentences. Have you heard of clogs before? What do you think they were made for?

🔊 Listen and read to find out.

2 **ICT** Write a paragraph about a traditional job in your country. What do they do? Is it still popular? Do you think it will exist in the future?

If you went to England 100 years ago, you would have seen a lot of people wearing strange wooden-soled shoes known as clogs. In particular, clogs were connected with the huge textile factories of Lancashire in the Northwest of England. Across the whole country thousands of people worked making these tough, durable shoes to protect workers' feet from machinery and the cold and damp of Northern England.

Nowadays, the English clog has all but disappeared, and there is only one person making traditional wooden clogs in the country. Each clog sole is carefully carved by hand to fit and the uppers are made from beautiful hand cut leather. He is one of the few people working to preserve traditional crafts like clog making and basket weaving, but it looks like he might be fighting a losing battle. In the modern world, young people are not interested in taking up these traditional jobs and if no one learns these skills, they could disappear within a generation.

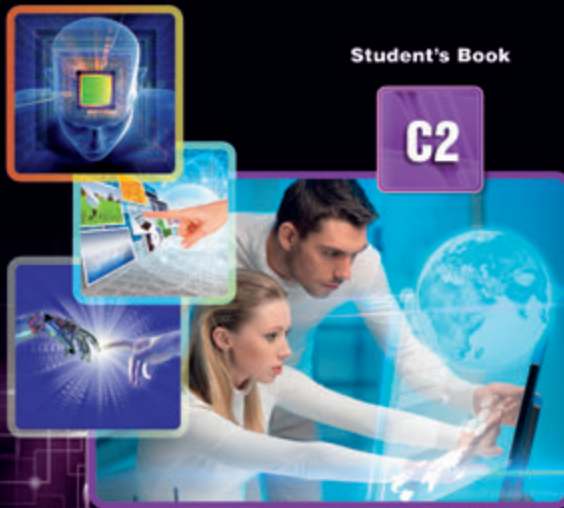


NEW

On Screen

Student's Book

C2



Jenny Dooley



Express Publishing



Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

LIKE - SHARE - FOLLOW

facebook.com/expresspublishing  youtube.com/user/ExpressPublishingELT
twitter.com/ExpressELT  instagram.com/expresspublishing 