

New
ENTERPRISE **B2**

NEW ENTERPRISE is a series for young adult and adult learners of English from CEFR levels A1 to B2+/C1. The series maintains the core approach of the original course while enriching it with new features designed to meet the demands of today's students.



Components

- Student's Book with digi app
- Teacher's Book
- Workbook with digi app
- Grammar Book with digi app
- Class CDs
- IWB
- Tests CD-ROM



Express Publishing

ISBN 978-1-4715-7998-1



9 781471 579981

NEW ENTERPRISE fosters 21st century skills with sections developing students' public speaking, critical thinking, digital literacy and collaboration skills.

NEW ENTERPRISE promotes a global spirit with Culture, Values and CLIL sections.

NEW ENTERPRISE encourages autonomous learning through study skills, writing tips, and Review and Competences sections for self-evaluation.

NEW ENTERPRISE supports the student with a digital platform for the Student's Book, Grammar Book and Workbook, including authentic videos and educational games.

NEW ENTERPRISE supports the teacher with complete lesson plans, evaluation sheets, a tests CD-ROM and fully interactive IWB software.



New Enterprise B2 Student's Book

Jenny Dooley

Express Publishing



Jenny Dooley

Student's Book

New
ENTERPRISE



Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley, 2019

Design and Illustration © Express Publishing, 2019

Colour Illustrations: Angela, Andrew Simons © Express Publishing, 2019

Music Arrangements by Funkyfly, Taz © Express Publishing, 2019

First published 2019

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-7998-1

Acknowledgements

Author's Acknowledgements

Dedicated to the fond memory of Virginia Evans, co-author of the original title.

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Express studio (recording producers); and Kevin Harris, Ann Brown and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

Unit 3: 3a: CANADIAN TIRE CENTRE © Jana Chytilova -Getty Images/Ideal Image on p. 20; Cirque de Soleil © Robert Marquardt-Getty Images/Ideal Image on p. 20; **Unit 4: 4a** Blackawton International Festival of Wormcharming © RICHARD BAKER – Getty Images/Ideal Image on p. 30; Cowboy Downhill © Doug Pensing-Getty Images/Ideal Image on p. 30; The World Beard and Moustache competition © Jan Hetfleisch-Getty Images/Ideal Image on p. 30; Graduation Ceremony © Brooks Kraft-Getty Images/Ideal Image on p. 36; **Unit 8: 8a** WCMX © Hagen Hopkins-Getty Images/Ideal Image on p. 64 ; **8b** Cycle-ball © Victor Fraile-Getty Images/Ideal Image on p. 66

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	leave /li:v/	left /left/	left /left/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	lend /lend/	lent /lent/	lent /lent/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	let /let/	let /let/	let /let/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	lie /laɪ/	lay /leɪ/	lain /leɪn/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	lose /lu:z/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mean /mi:n/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /mi:t/	met /met/	met /met/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	ring /rɪŋ/	rang /ræŋ/	rang /ræŋ/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /si:/	saw /sɔ:/	seen /si:n/
deal /di:l/	dealt /delt/	dealt /delt/	sold /səʊld/	sold /səʊld/	sold /səʊld/
dig /dɪg/	dug /dʌg/	dug /dʌg/	send /send/	sent /sent/	sent /sent/
do /du:/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drəʊv/	driven /dri:vən/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
eat /i:t/	ate /eɪt/	eaten /i:tən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sleep /sli:p/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	slept /slept/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdən/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forgive /fə'grɪv/	forgave /fə'grɪv/	forgiven /fə'grɪvən/	spend /spend/	spent /spent/	spent /spent/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzən/	stand /stænd/	stood /stʊd/	stood /stʊd/
get /get/	got /gɒt/	got /gɒt/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
give /gɪv/	gave /geɪv/	given /gɪvən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
go /gəʊ/	went /went/	gone /gɒn/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	sweep /swi:p/	swept /swept/	swept /swept/
have /hæv/	had /hæd/	had /hæd/	swim /swɪm/	swam /swæm/	swum /swʌm/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	take /teɪk/	took /tʊk/	taken /teɪkən/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hold /həʊld/	held /held/	held /held/	tell /tel/	told /təʊld/	told /təʊld/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
keep /ki:p/	kept /kept/	kept /kept/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
know /nəʊ/	knew /nju:/	known /nəʊn/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
lay /leɪ/	laid /leɪd/	laid /leɪd/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
lead /li:d/	led /led/	led /led/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
			win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/

New
ENTERPRISE



Student's Book

Jenny Dooley



Express Publishing

CONTENTS



A Hard Day's Work (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present simple present continuous stative verbs present perfect present perfect continuous 	<ul style="list-style-type: none"> work job skills phrasal verbs: <i>give</i> prepositions 	<i>Keeping people posted</i> (multiple choice)	monologues (multiple matching; sentence completion)	<ul style="list-style-type: none"> recommending a person for a job pronunciation: /æ/, /ɑ:/, /ʌ/ 	<ul style="list-style-type: none"> a short text about a job for a careers advice website an email giving a reference writing tip: formal language 	<i>Get a job!</i> (multiple-choice cloze)



Places to Visit (pp. 12-19)

<ul style="list-style-type: none"> past simple past continuous past perfect past perfect continuous <i>used to/would – be/get used to</i> 	<ul style="list-style-type: none"> holiday activities weather holiday problems phrasal verbs: <i>take</i> prepositions 	<i>Welcome to the city of Gold</i> (multiple matching)	monologues (multiple choice; note taking)	<ul style="list-style-type: none"> making/dealing with a complaint intonation: expressing feelings 	<ul style="list-style-type: none"> a webpage advertising a place a story (3rd person) writing tip: ending a story; rubric analysis 	<i>The Legend of Tis-sa-ack</i> (T/F/DS statements)
--	--	--	---	---	--	---



Fun Time (pp. 20-27)

<ul style="list-style-type: none"> <i>will – going to</i> present simple/present continuous (future meaning) future perfect/future perfect continuous time clauses 	<ul style="list-style-type: none"> types/places of entertainment feelings related to entertainment (<i>-ed/-ing</i>) phrasal verbs: <i>run</i> prepositions 	<i>A Whole Lotta Fun in Ottawa</i> (multiple matching)	monologues/dialogues (multiple choice)	<ul style="list-style-type: none"> making plans/expressing (un)certainty pronunciation: linking consonants 	<ul style="list-style-type: none"> advertises for an online magazine a leaflet about a place of entertainment writing tip: writing leaflets; participle clauses 	<i>The West End</i> (multiple choice)
--	--	--	--	---	---	---------------------------------------

Values A – Integrity (p. 28)

Public Speaking Skills A – give an informative speech explaining how to do sth (p. 29)



Special Events (pp. 30-37)

<ul style="list-style-type: none"> the passive personal/impersonal constructions causative form 	<ul style="list-style-type: none"> festivals & celebrations life events & wishes phrasal verbs: <i>carry</i> prepositions 	<i>You don't see that everyday</i> (multiple matching)	monologues (multiple matching)	<ul style="list-style-type: none"> congratulating pronunciation: /e/, /ɜ:/ 	<ul style="list-style-type: none"> research/present a weird festival an article describing a life event writing tip: narrative techniques 	<i>The US Graduation Ceremony</i> (text completion)
--	--	--	--------------------------------	---	---	---



Survival (pp. 38-45)

<ul style="list-style-type: none"> conditionals (0-3) mixed conditionals wishes unreal present/past 	<ul style="list-style-type: none"> natural disasters/accidents weather idioms causes & prevention phrasal verbs: <i>cut</i> prepositions 	<i>California's deadly Camp Fire</i> (multiple choice)	a witness statement (R/W/DS statements)	<ul style="list-style-type: none"> giving a witness statement pronunciation: assimilation 	<ul style="list-style-type: none"> a diary entry a witness statement writing tip: order of events 	<i>Llanberis Mountain Rescue Team</i> (text completion)
---	--	--	---	--	---	---



Eating Habits (pp. 46-53)

<ul style="list-style-type: none"> C/U nouns singular/plural nouns quantifiers partitives <i>some/any/no/every</i> & compounds articles 	<ul style="list-style-type: none"> food products tastes eating habits phrasal verbs: <i>turn</i> prepositions 	<i>Don't Waste Your Bread!</i> (multiple choice)	a dialogue (T/F statements)	<ul style="list-style-type: none"> asking about/expressing preference pronunciation: elision 	<ul style="list-style-type: none"> a leaflet an essay providing solutions to a problem writing tip: topic/supporting sentences 	<i>Fancy a cuppa?</i> (open cloze)
---	---	--	-----------------------------	---	--	------------------------------------

Values B – Courage (p. 54)

Public Speaking Skills B – give instructions using pictures (p. 55)



Against the Law
(pp. 56-63)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> modals modals of deduction 	<ul style="list-style-type: none"> crime law & punishment phrasal verbs: <i>break</i> prepositions 	<i>Patrolling the Air</i> (multiple choice)	a street survey (multiple choice)	<ul style="list-style-type: none"> a debate expressing an opinion pronunciation: intrusion 	<ul style="list-style-type: none"> an opinion essay writing tip: linking words 	<i>The Australian Mounted Police</i> (T/F/DS statements)



Sports & Hobbies
(pp. 64-71)

<ul style="list-style-type: none"> comparisons <i>as/like</i> exclamations 	<ul style="list-style-type: none"> sports & hobbies exercise phrasal verbs: <i>grow</i> prepositions 	<i>Unusual Hobbies</i> (multiple matching)	monologues (multiple matching)	<ul style="list-style-type: none"> a debate making – accepting/refusing suggestions intonation: stress in compound nouns 	<ul style="list-style-type: none"> a survey report writing tip: paragraph planning 	<i>Surf's up!</i> (missing sentences)
---	---	--	--------------------------------	--	---	---------------------------------------



Eureka!
(pp. 72-79)

<ul style="list-style-type: none"> reported speech modals in reported speech special introductory verbs question tags 	<ul style="list-style-type: none"> everyday technology inventions & gadgets phrasal verbs: <i>get</i> prepositions 	<i>The Bio Hackers</i> (missing sentences)	a presentation (multiple choice)	<ul style="list-style-type: none"> a debate explaining a process pronunciation: geminates 	<ul style="list-style-type: none"> a product review writing tip: descriptive language 	<i>Isaac Newton The Force of Genius</i> (multiple-choice cloze)
---	---	--	----------------------------------	---	--	---

Values C – Duty (p. 80)
Public Speaking Skills C – give a debate speech (p. 81)



Education
(pp. 82-89)

<ul style="list-style-type: none"> relative clauses clauses of concession/reason/purpose/result 	<ul style="list-style-type: none"> educational institutions education phrasal verbs: <i>bring</i> prepositions 	<i>Changing the Curriculum</i> (matching headings to paragraphs)	a dialogue (T/F statements)	<ul style="list-style-type: none"> designing a school curriculum discussing possibilities/expressing doubt pronunciation: disappearing consonants 	<ul style="list-style-type: none"> a for-and-against essay writing tip: linking ideas 	<i>The American College Experience</i> (matching headings to paragraphs)
---	---	--	-----------------------------	---	--	--



Money Matters
(pp. 90-97)

<ul style="list-style-type: none"> (to)-infinitive -ing form expressing preference reflexive/emphatic pronouns 	<ul style="list-style-type: none"> money/spending financial services phrasal verbs: <i>go</i> prepositions 	<i>When Cash was King</i> (multiple choice)	monologues (multiple matching)	<ul style="list-style-type: none"> exchanging money reduced pronunciation: modals 	<ul style="list-style-type: none"> a review of a place writing tip: using powerful language 	<i>Battersea Boot</i> (T/F/DS statements)
--	---	---	--------------------------------	--	--	---



Earth: SOS
(pp. 98-105)

<ul style="list-style-type: none"> determiners emphatic structures plural nouns 	<ul style="list-style-type: none"> environmental problems effects – solutions phrasal verbs: <i>put</i> prepositions 	<i>Keep the noise down!</i> (multiple choice)	a monologue (sentence completion)	<ul style="list-style-type: none"> a presentation expressing concern/making suggestions pronunciation: silent letters 	<ul style="list-style-type: none"> a letter to the editor making suggestions writing tip: paraphrasing 	<i>The Great British Beach Clean</i> (missing sentences)
--	---	---	-----------------------------------	---	---	--

Values D – Moderation (p. 106)
Public Speaking Skills D – give a valedictorian's speech (p. 107)
CLIL (pp. 108-111)
Skills Practice (pp. 112-135)
Grammar Reference pp. 136-160 (GR1-GR25)
Word List (pp. 161-173)
Pronunciation (p. 174)
Rules of Punctuation (p. 175)
American English – British English Guide (p. 176)
Irregular Verbs

1

Vocabulary: tech jobs; work; job skills
Grammar: present simple – present continuous –
 stative verbs – present perfect –
 present perfect continuous

Everyday English: recommending a person for
 a job
Writing: an email giving a reference

A Hard Day's Work

Listening & Reading

- 1 Listen and match the speakers (1-8) to their jobs (a-h). Think of one other thing each one might say.



Tech Jobs

- a IT technician
- b web designer
- c social media manager
- d digital marketer
- e app developer
- f content creator
- g computer programmer
- h social media influencer

- 2 Look at the title of the article and read the introduction. What do you think the job of a social media manager involves?

Listen and read to check.

- 3 Read the text. For questions 1-4, choose the correct answer (A, B, C or D). Then explain the words in bold.

- 1 What is the writer's purpose in the first paragraph?
 - A to give details of her social media habits
 - B to complain about often having to work at home
 - C to explain that her job is easier than people think
 - D to describe misunderstandings people have of her job
- 2 What does the writer mean when she says 'The decision was a no-brainer' in the second paragraph?
 - A It was a risky decision.
 - B It was a stupid decision.
 - C It was a decision that was easy to make.
 - D It was a decision that they were forced to make.
- 3 What do we learn about Sandy's job in the third paragraph?
 - A She is under constant pressure.
 - B She works with the customer service department.
 - C She mainly deals with customer complaints.
 - D She has to react quickly to negative responses.

Keeping People Posted

VIDEO

*Do you ever get a **guilty feeling** after spending far too much time on social networking sites? Well, these days, most major companies hire social media managers to do just that! We asked Air Express's very own social media manager – Sandy Hayes – what it's all about.*

First things first. Despite what a lot of people think, being a social media manager is not all fun and games. Don't get me wrong – I like my job – but I certainly don't spend my working day commenting on my friends' holiday pics or giggling at cat videos. The truth is that this is a well-paid, demanding job that needs a lot of **dedication**.

Social media manager is not as new a **position** as you might think. Social networking services became openly available in September 2006, and companies had to decide whether or not to have a **presence** there. The decision was a no-brainer, but the results weren't always great, so by 2010, companies had started employing full-time social media managers.

Basically, I have two main duties in my job: connecting with customers and creating content. The first thing I do when I get to the office in the morning is check any activity on the company's social media accounts. These days, a lot of people use social media like a customer service tool, so I spend my mornings answering questions and replying to comments or complaints. Also, I have to take note of how popular my posts were from the previous day. When a post gets very few likes, I have to **figure out** why, and I have to do it fast.

- 4 What is true about the content Sandy creates?
- A It must have a personal touch.
 B It needs to promote a product.
 C It should always make readers laugh.
 D It can sometimes cause offence.

4 COLLOCATIONS Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | |
|-------------------|-----------------|
| 1 companies | 5 service |
| 2 available | 6 deals |
| 3 duties | 7 news |
| 4 media | 8 skills |

5 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- Allow me to congratulate you **on/for** your promotion.
- You haven't commented **for/on** my post yet.
- Salary will depend **on/in** experience.
- Connect **with/on** your customers using this app.
- The company replies **at/to** all emails of complaint.



Check these words

giggle, content, customer service, aim, engage, innovative, offence

Then, in the afternoon, I start creating content for the company's four social media accounts. I have daily and weekly **goals**: I aim to upload at least three photos and one video per week, and five posts and tweets each day. What I post, though, depends on a lot of things. For example, if we're giving something away or if there are some special **deals**, I write posts on that – but I have to be careful not to advertise too much, because that doesn't go across well online. I also write posts reacting to breaking news, or I might **congratulate** a national sports team on a good result. Basically, the posts I create have to be natural, have to feel human, so the reader engages with them as they would with a real person, and likes or shares them.

So, what makes a good social media manager? Well, I think it's vital to be innovative, creative and have strong attention to detail. You also need to have excellent communication skills and a great sense of humour. When you think about it, that's what social media is all about! Look at the comments sections on any video-sharing website – the **majority** of users are trying to be humorous. So, if your jokes sometimes 'bomb' or cause offence, then this job's not for you! But if you have what it takes, then being a social media manager is one of the best jobs out there.

Vocabulary Work

6 Choose the correct word. Check in your dictionary.

- Dan was an unpaid **employee/intern** with a company for three months to get some work experience.
- I was **fired/made redundant** when the company closed down.
- We currently have a **duty/vacancy** for a designer.
- Sabrina is a(n) **experienced/trained** IT technician, but this is her first job.
- Ed is **full-time/part-time**; he works 11 hours a week.
- Pam is thinking of **resigning/retiring** and looking for another job.
- We must work hard to meet the 1st May **deal/deadline**.
- Twenty **candidates/clients** were interviewed for the job, but none of them were suitable.

7 WORDS EASILY CONFUSED Fill in: *profession, job, career, occupation*. Check in your dictionary.

- Her as a dancer came to an end when she broke her leg.
- My father has been unable to find a(n) for the past two years.
- Can the witness please state his name, age and?
- John is a doctor by and has his own practice in London.

8 PHRASAL VERBS Choose the correct particle.

give away: 1) to reveal; 2) to offer for free
give off: to emit
give out: 1) to hand out; 2) to be completely used up
give up: to stop doing sth; to quit

- Oscar has a Saturday job giving **out/of** leaflets.
- We mustn't give **away/up** our trade secrets!
- That cheese is giving **off/out** a funny smell!
- He gave **up/off** his job and moved to Italy.

Speaking & Writing

9 Would you ever consider working as a social media manager? Why/Why not?

10 **ICT** Collect information about one of the other jobs from Ex. 1. Think about: *job description/duties, qualities, problems*. Use your notes to write a short text about it for a careers advice website.

Grammar in Use



Lisa: Hey, Julie. Don't tell me the interview's over!

Julie: Hi, Lisa! Yes, I've just finished, thank goodness! They've been interviewing candidates since 9 am and I was the last candidate. I think it went well. I hope so – I'm getting so tired of interviews!

Lisa: You're thinking too much about it! Stress only makes things worse!

Julie: Yeah, I guess so. How is your job-hunting going?

Lisa: Well, I've been looking at adverts online all morning, but I can't find anything, so I'm a bit fed up. I'm meeting the careers adviser tomorrow, though.

Julie: Have you spoken to her before?

Lisa: No. She runs group sessions with students in the mornings and she's always making excuses about being busy.

Julie: Good luck tomorrow! Must dash – my pilates class starts in an hour.

Present simple – Present continuous – Stative verbs

pp. GR1-2

1 Read the dialogue. Identify the tenses in bold. What use does each demonstrate? Which of these uses refer to the future? Check in the Grammar Reference section if necessary.

2 Put the verbs in brackets into the present simple or the present continuous. Give reasons.

1 Dave (work) for an advertising company and (meet) lots of people every day as part of his job. The company (expand) rapidly. This evening, he (take) a new client out to dinner.

2 (you/like) your job? Some people enjoy their jobs and (achieve) success. Some people (always/complain) about them!


3 Tom (lift) weights in the gym right now. He (train) hard these days for a national competition. The competition (take) place at 7 pm next Sunday.

3 Stative verbs do not usually have continuous forms. When they do, the meaning changes. Look at the underlined parts of the dialogue. What is the meaning of the verb *think* in each one?

4 Read the sentences. Match each meaning from the list (a-h) with a verb in bold.

- | | | |
|--------------|------------|--------|
| a understand | d review | g own |
| b believe | e consider | h seem |
| c experience | f meet | |

- 1 I **see** there's a problem in this department.
- 2 The actor **is seeing** his agent tomorrow.
- 3 Mr Jones **thinks** we should advertise the job.
- 4 He **is thinking** of opening a branch in Denmark.
- 5 Ann Holmes **has** three houses.
- 6 We **are having** problems with the new employee.
- 7 He **looks** like he's going to faint.
- 8 They **are looking** at this month's sales figures.

5  **SPEAKING** Think of a job. Say a few sentences using the present simple and the present continuous. Your partner guesses the job.

Present perfect – Present perfect continuous

pp. GR2-3

6 Identify the highlighted verb forms in the dialogue. Explain how we use them. Check in the Grammar Reference section.

7 Put the verbs in brackets into the present perfect or the present perfect continuous. Give reasons.

1 A: You look tired. What (you/do)?

B: I (call) clients all morning.

2 A: (you/inspect) the new offices yet?

B: Yes, I (just/get) back from there.

3 A: I (try) to call Jo all day.

B: Her phone (not/work) for the last few days.

4 A: Mr Smith (talk) on the phone since lunch time.

B: I know. And he (just/miss) his 3 o'clock meeting!

5 A: Bob (paint) the house all this week.

B: Yes, and he still (not/finish).

6 A: (they/repair) the copier yet?

B: Yes. But I (not/make) the photocopies you wanted yet.

8 Write sentences using the present perfect or the present perfect continuous, as in the example.

- Ann is looking for her files. **(lose)**
She *has lost her files*.
- My uniform has got coffee stains on it. **(spill)**
I
- The company has more staff now. **(employ)**
The company
- Paul started looking for a job six months ago. **(apply)**
He
- Tim is upset because he hasn't received an important email. **(wait)**
Tim

9 a) Put the verbs in brackets into the correct present tense. Compare with your partner.



Content creators


1) **(you/look)** for work right now that you can do when and where you 2) **(want)** to do it? 3) **(you/have)** excellent writing skills? We're a top web development company that 4) **(create)** quality content for major websites for a decade, and we 5) **(now/expand)** our team! [Click](#) for more.

Digital marketing intern

You 6) **(just/leave)** college. You've got your qualification in marketing, but you 7) **(not/gain)** any work experience, and without it, you 8) **(not/have)** much chance of getting a job interview. So why not join our intern programme? [Click here](#).

Computer programmer

9) **(you/complete)** a course in C++ or Python lately? 10) **(you/ever think)** about earning some money from home? Then you might be just the person for us! We 11) **(not/look)** for experience, just enthusiasm, so if you 12) **(never/program)** professionally, it doesn't matter. [Click here](#) for more information.

- b)  **SPEAKING** Choose one of the jobs in Ex. 9a. Act out a job interview. Use present tenses.

10 Complete the text with an appropriate verb from the list in the correct present tense.

- practise • fly
- think • find
- choose • book
- study • get • stay
- not learn
- not have
- increase • want
- pick • arrive



Hi Matt!

How's things? Just have to tell you my news! As you know, I 1) hard to become an English teacher for the past ten months. The course is almost over and we 2) lessons every day now. So today, I 3) at home to prepare for my big adventure! I 4) a job and 5) my ticket already. Next month, I 6) to Colombo in Sri Lanka! The demand for English teachers there 7) all the time. I'm going to work in a small school. My flight 8) in Colombo at 3 o'clock in the morning so my new boss 9) me up.

I really 10) to learn the local language. I 11) my Sinhalese all week and now know a few basic phrases!

Sri Lanka 12) much hotter than England in summer, which is a plus point! Of course, there will be problems. I 13) enough of the language yet to be able to communicate freely and I'll be far away from friends and family.

14) I the right destination? I'm about to find out! 15) What you? Write back,
Alex

11 a) **SPEAKING** Imagine you have your dream job. Ask and answer the questions with your partner.


- 1 What do you do?
- 2 What does the job involve?
- 3 How long have you had this job?
- 4 What have you been working on recently?
- 5 What are you doing next week?

- b) Tell the class about the job your partner is doing.

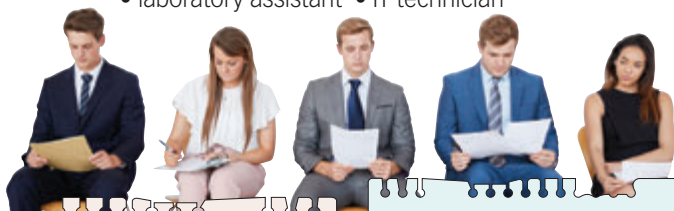
Skills in Action

Vocabulary

Job skills

- 1 a)  Look at the table and decide which skills are important to do the jobs in the list.

- accountant • social media manager • nurse
- laboratory assistant • IT technician




Hard skills (teachable)

- fluent in English, Arabic, etc
- excellent with numbers,
- qualified in law, IT, etc
- experienced in sales, etc
- skilled at operating machinery, etc
- advanced IT skills
- driving licence
- bachelor's/master's degree
- doctorate (PhD)

Soft skills (interpersonal)

- decisive
- cooperative
- caring
- organised
- motivated
- a problem-solver
- innovative
- a strategic thinker
- team-oriented
- good communication skills
- attentive to detail


- b)  What hard/soft skills have you got?
Tell your partner.

Listening

Study Skills

Identifying information

Read through the sentences to get an idea of what you will listen to. Predict what is missing from each gap (noun, verb, etc). This will help you complete the task.


- 2  Listen to the beginning of a talk about internships from a university careers adviser. Complete the sentences with a word or short phrase.

Internships


- A university 1) sometimes arranges internships for its students.
- Malcolm believes that work 2) is extremely important.
- Interns learn to be cooperative and 3)
- 4)% of good internships turn into jobs.
- There are a lot of 5) for every intern vacancy.
- An intern can work for up to 13 weeks in 6)
- Some 7) interns work until 9 pm.
- Over a third of companies now give their interns a(n) 8)

Everyday English

Recommending a person for a job

- 3  Listen to and read the dialogue. How does Mr Higgs' manager describe him?

- A:** How long has Mr Higgs been an intern with you?
B: Five months. He completes his internship next month.
A: What are his duties as an accounting intern?
B: He's mainly been assisting with the annual audit.
A: What would you consider are his best professional qualities?
B: He's excellent with numbers, of course. And he's fluent in French and German, which is essential for a European company.
A: I see. How would you describe his soft skills?
B: He's organised, hard-working and, above all, cooperative.
A: And do you think Mr Higgs would be a good candidate for the position we're offering?
B: Without a doubt. He'd be an asset to any accounts department. We'd offer him a job ourselves, but we aren't taking on staff this year.
A: Thank you for your time. You've been very helpful.

- 4  Act out a similar dialogue. Use the prompts below and language from the box.

Ms Patel – nursing intern

- 3-month internship • recording patients' conditions – feeding patients • qualified nurse – advanced IT skills
- caring – sensitive to patients' needs

Asking for information	Recommending
<ul style="list-style-type: none"> • Has ... been with you long? • Can you describe his/her duties? • What hard skills does ... have? • What about soft skills? • Would you recommend ... for the job? 	<ul style="list-style-type: none"> • excellent/impressive/strong/great ... • Above all/Most importantly/ Most of all, ... • without a doubt • definitely/absolutely • He'd/She'd be an asset to ... • He/She is just the person for/stands out as ...

Pronunciation: /æ/, /ɑ:/, /ʌ/

- 5  Listen to the sentences and identify the /æ/, /ɑ:/ and /ʌ/ sounds. Listen again and repeat.

The clerk demanded a high salary.
The other company gave an accurate report.
Candidates must have advanced skills and be trusted with money.

Reading & Writing

- 6 Read the email and put the paragraphs in the correct order.

New message

To doyle@labmail.com

From kstokes@sciencelab.com

Subject Ms Wade reference

Dear Mr Doyle,

A All in all, Ms Wade has been a pleasure to work with and 1) I have no hesitation in recommending her for the position you offer. Her ability to manage important data and cooperate as part of a team make her a valued addition to any laboratory, and we will be sorry to see her leave. 2) If you should require any further information, please feel free to 3) contact me.

B Further to your request for a reference for Ms Wade, 4) I am glad to be of assistance. For the last three months, Ms Wade has been serving an internship under my supervision. During her time here as laboratory assistant, 5) her work has been more than satisfactory.

C Ms Wade's main duties involve performing simple tests and processing samples. 6) She is also responsible for ordering supplies. She shows considerable skill and is attentive to detail while carrying out her work. In addition, her computer skills are excellent. 7) Ms Wade is valued as a reliable member of staff.

Yours sincerely,
Katharine Stokes
Senior Technician

Send



Writing Tip

Formal language

Formal language is used in many business contexts. It is characterised by longer complex sentences, advanced vocabulary and no contractions. It shouldn't include emotive language and emotive punctuation, e.g. exclamation marks.

- 7 Which of the following are good tips for writing formal letters/emails? Find examples in the email.

- 1 Use contracted forms.
- 2 Always finish with 'Yours faithfully' when we know the name of the recipient.
- 3 Write long, complex sentences.
- 4 Use polite vocabulary.
- 5 Use everyday, casual phrases.

- 8 Match the informal phrases (a-g) to the formal ones (1-7) in the model email.

- a she is just the person
b you can count on Ms Wade
c we've had no problem at all with her work
d If you'd like to know more
e she also has the job of
f I'm happy to help
g give me a call

Writing (an email giving a reference)

- 9 You have received the following email.

email

REFERENCE REQUEST

Dear Mr Shepherd,

We are writing to request a short reference for Mr Julian Higgs, who is currently a candidate for the post of staff accountant with our firm. The information you supply will be treated in the strictest confidence. Thank you in advance.

Yours sincerely,
Bob Trent
Human Resources

Plan your reply by referring to the dialogue in Ex. 3 and making notes on the following:

- how you know the person
- duties; hard & soft skills
- suitability for the post

- 10 Use your notes to write your email (140-190 words). Follow the plan.

Plan

Dear Mr Trent,

Para 1: reason for writing & how you know the candidate

Para 2: duties & skills

Para 3: your recommendation & closing remarks

Yours sincerely,

Pat Shepherd

Accounts Manager

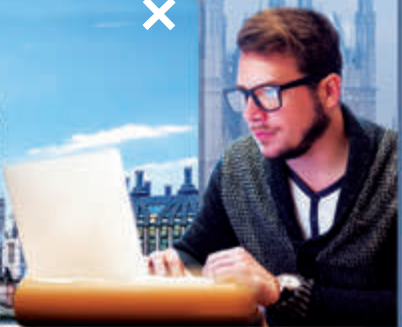
VALUES

Thoroughness

If a job's worth doing, it's worth doing well.
proverb



GET A JOB!



If you're looking for a job at the moment, you may be able to claim Jobseeker's Allowance while doing so. It's a(n) **1** straightforward procedure. Read on to find out more.

What is JSA?

JSA (Jobseeker's Allowance) is money paid to you by the UK government to help cover your **2** costs while you are looking for work. The amount you get varies according to personal circumstances, but it can be up to £73 per week. Payments are usually made every two weeks directly into your bank account.

Who can apply?

To apply for JSA, you have to be 18 or over, have worked for two to three years while paying National Insurance contributions, and be currently available for work. You won't qualify to apply if you're still **3** full-time education or have three or more children (there's a different allowance in this case).

How do you claim?

When you are sure that you are eligible, you can apply for Jobseeker's Allowance online by following the link www.gov.uk/jobseekers-allowance/how-to-claim and filling in a **4** It should take about 20 minutes. After that, you'll

get a phone call or text within two working days to arrange a JSA interview at your local Jobcentre Plus office.

What happens at the interview?

Once you present your identity documents at the job centre, you will be assigned an adviser, also called a work coach. Together, you will **5** an agreement – it's called a 'Claimant Commitment' – signed by you, as to what steps you will take to look for work. This may include registering with recruitment agencies. 'Find a job' is a government service used by Jobcentre Plus, but there are many more you can use.

What happens after the interview?

In order to continue receiving your allowance, you must return to the job centre every two weeks to 'sign on' and to show them proof that you have been searching for work. This could include copies of job applications and letters from prospective employers. If you are not having **6** success, your work coach may suggest doing a free training course to help improve your work skills.

JSA is certainly a help when you're down on your luck. But it's worth remembering that unemployment benefit only lasts for six months. After that, if you're still out of work, you'll need to reapply for a different benefit.

Reading & Listening

1 Read the text and choose the correct word (A, B, C or D) for each gap (1-6).

- 1 A quite B enough C fairly D simply
- 2 A living B life C live D alive
- 3 A on B at C under D in
- 4 A paper B form C sheet D note
- 5 A do B put C set D make
- 6 A lots B many C much D some

Listen and check.

2 What is Jobseeker's Allowance? Jobcentre Plus? a Claimant Commitment?

3 Match the highlighted words to their synonyms below.

- evidence • show • now • unemployed • pay for
- organise



Check these words

National Insurance contribution, eligible, recruitment agency, prospective, down on one's luck, unemployment benefit

Speaking & Writing

4 Imagine your friend who lives in the UK has just lost their job. What advice could you give them about how to claim Jobseeker's Allowance?

5 **ICT** Find information about unemployment benefit in your country or another country and how you can claim it. Make notes on: what it's called – who can apply – how you claim it – how long it lasts. Include any other relevant information. Present your findings to the class.



Vocabulary

1 Choose the correct word.

- Mr Jones hopes to **resign/retire/fire** when he is 67.
- The hotel has a **duty/vacancy/deal** for a receptionist.
- Please state your **career/job/occupation** at the bottom of the form.
- We need a(n) **web/digital/app** marketer to promote our products online.
- Call customer **service/media/comment** if you need help installing the software.

(5 x 3 = 15)

2 Fill in: *team, advanced, driving, excellent, organised.*

Technician required

Are you 1) with numbers with 2) IT skills and a(n) 3) approach to problem-solving? Are you hard-working and a 4) player? Do you have a clean 5) licence? Please apply within 7 days. Email: jobs@TCHN.com

(5 x 2 = 10)

3 Choose the correct item.

- Congratulations **in/on** getting the job!
- I've decided to give **up/off** my job and go back to college.
- Don't give **out/away** my secrets, please!
- Your success will depend **in/on** how hard you work.
- The Internet is useful for connecting **from/with** friends and family.

(5 x 1 = 5)

Grammar

4 Choose the correct item.

- I **think/am thinking** of looking for a new job.
- What time **are you seeing/do you see** the dentist?
- Are you having/Do you have** previous experience?
- It **doesn't look/isn't looking** like he's coming.

(4 x 2 = 8)

5 Fill in with the verbs in the list in the correct present tense.

- start • taste • not drive • work • stay • talk

- John to work even once this week as his car broke down.
- Why she always on the phone?
- The meeting at 2 pm.
- Maisy with us twice in six months.
- Why you the soup?
- You seem exhausted. you all day?

(6 x 4 = 24)

6 Put the verbs in brackets into the correct present tense.

(6 x 3 = 18)

Everyday English

7 Match the exchanges.

- | | |
|--|--------------------------------------|
| 1 <input type="checkbox"/> How would you describe his soft skills? | a Without a doubt. |
| 2 <input type="checkbox"/> What are his main duties? | b He is responsible for maintenance. |
| 3 <input type="checkbox"/> What hard skills does he have? | c He is helpful and cooperative. |
| 4 <input type="checkbox"/> Would you recommend him? | d He is skilled at carpentry. |

(4 x 5 = 20)

Total 100

Competences

GOOD ✓
 VERY GOOD ✓✓
 EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- tech jobs
- work
- job skills

Reading Competence

- understand texts related to work & jobs (read for specific information – multiple choice; read for cohesion & coherence – multiple-choice cloze)

Listening Competence

- listen to & understand monologues related to jobs (listen for specific information – sentence completion)

Speaking Competence

- recommend someone for a job

Writing Competence

- write an email giving a reference