Extra Practice Book
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### Present tenses review

1. In pairs, list food and drinks that can be described using food in the box.
   - bitter    dried    fattening    fresh    greasy    raw
   - ripe    salty    sour    spicy    stale    sweet

2. Tell your partner which items on your list you like.

3. Read the comments about three cult diets and choose the correct option.

#### THE HONEY DIET

‘I try / I’m trying’ the Honey Diet at the moment. Basically, ‘you use / you’re using’ honey instead of sugar. Also, ‘you avoid / you’re avoiding’ junk food, ‘you’re always having / you always have’ breakfast and ‘you drink / you’re drinking’ lots of water and full-fat milk. Since I started the diet ‘I’ve been having / I’ve had’ so much more energy! ‘I’ve lost / I’ve been losing’ a kilo this week.

Winnie  20 Jan, 8.15 a.m.

#### THE PALEO DIET

‘I’ve done / I’m doing’ the Paleo Diet. I eat like the cavemen! My diet ‘consists / is consisting’ of meat, fish, fresh fruit and vegetables, eggs, nuts and seeds. ‘I give up / I’ve given up’ wheat and dairy. ‘I think / I’m thinking’ it’s a very natural way to eat. ‘I’m following / I’ve been following’ the Paleo Diet ‘for / since’ two months but ‘I don’t lose / I haven’t lost’ any weight yet.

Flintstone#  21 Jan, 9.40 p.m.

#### THE 5:2 DIET

‘I’m doing / I’ve been doing’ the 5:2 Diet ‘for / since’ 1st January. It’s simple. ‘You eat / You’re eating’ normally on five days of the week, but on two days ‘you’re only eating / you only eat’ 500 calories. I’m on a 500-calorie day today, and ‘I have / I’m having’ my breakfast – scrambled egg and some smoked salmon. That’s the kind of diet ‘I like / I’m liking’!

C@lorieCounter  22 Jan, 7.14 a.m.

### 4 Read the grammar box and complete the dialogues.

**Present tenses**

**Now**
- Present Simple = facts, habits, routines
- Present Continuous = activities in process

**Time ‘Up-to-Now’**
- Present Perfect Simple = finished actions or unfinished ‘states’
- Present Perfect Continuous = unfinished or ‘just finished’ actions

**Future**
- Present Simple = scheduled events in the future or timetables
- Present Continuous = future arrangements often with a time or date

#### Amy: Wow, you look great!

1. ________ (you / lose) weight?

#### Mia: Yes, I have. For the past two weeks

2. ________ (I / follow) the 5:2 Diet.

#### Amy: Well, ________ (I / eat) all the time!

I just tell people that, at the moment,

3. ________ (I / do) the 24:7 Diet.

#### Toby: Where are you off to?

4. ________ (I spend) the weekend with my parents in Dorset. My train ________ (leave) at 6.30 p.m.

#### Dan: ________ (I spend) the weekend with my parents in Dorset. My train ________ (leave) at 6.30 p.m.

### 5 Complete the sentences with an appropriate present tense. Explain your choice of tense.

#### Are any of the sentences true for you?

1. I ________ (think) coffee ________ (taste) bitter.
   I ________ (not like) it.

2. My grandma ________ (bake) a lot. She ________ (probably make) a cake right now.

3. My dad ________ (not see) why young people ________ (love) fast food so much.

4. I ________ (go) on a diet once in my life.
   Never again!

5. I ________ (think) of giving up chocolate.

6. I ________ (do) some cooking. That’s why I ________ (smell) of onions!

### 6 Make questions using an appropriate present tense. Then ask your partner the questions.

1. ever / try / spicy Thai food?
2. food prices / go up / at the moment?
3. ever / cut your finger / preparing food?
4. How often / cook a meal / for the family?
5. How long / have / school lunches?
6. How long / have / the same dining table at home?
Modal verb review

1 In pairs, discuss the questions. Then read the text.
   1 Do you watch singer contests on TV?
   2 How do you think contestants feel before competitions?
   3 What preparation do they need to do?

Tonight is the big final of The Voice on TV. What are people involved in the contest thinking and feeling?

1 Trever Norris – show producer
There aren’t any rules for the final, really. The contestants can sing songs by well-known singers, but they aren’t allowed to perform their own. They may use dance routines used by other artists and they can have dance coaching before the show.

2 Jordan Gaynor – contestant
I’ve got through to the final, it’s awesome. I need to work on my nerves, when I’m nervous I sing off key. My voice coach says I must breathe calmly when I’m on stage and I have to focus on the song and not on the competition. You want to be 100% immersed in the lyrics and music.

3 Daniela Rose – contestant
I know I can win the final. I managed to beat that boy band last week and I was able to get some positive feedback from Barry Butler – that’s rare, he’s a tough judge. It’s true that I couldn’t get the audience to support me, but who knows what will happen tonight.

4 Barry Butler – judge
It’s likely to be a close contest this evening. Perhaps Jordan Gaynor will do well or he might get nervous and ruin it all. Daniela could possibly steal the show, she’s been performing well. The girl band East Life should be fun. They ought to get a lot of audience support if they can sort out their dancing. But who knows? There may be some big surprises in the final tonight.

5 Lydia Lawrence – voice coach
My advice to finalists is that they should get a good night’s sleep and they ought not to eat a heavy meal before the contest. They needn’t practise too much beforehand, but they had better drink a lot of water to keep their voice from drying up – it’s a common problem with nerves.

2 Answer the questions using the information in the text.
   1 What can’t singers do in the final?
   2 What must Jordan do tonight?
   3 What hasn’t Daniela managed to achieve so far?
   4 What advantage could the girl band have?
   5 How can singers reduce the effects of nerves?

3 Look at the underlined words in paragraphs 1–5. Match each paragraph with the functions (a–e):
   a) Advice ___
   b) Possibility and probability ___
   c) Necessity ___
   d) Ability ___
   e) Permission ___

4 In pairs, organise the modal verbs that express possibility and probability into three degrees of certainty. Can you add any other verbs to the list?

5 What do you think happened later during the show? Who do you think might have won? Speculate using perfect forms of the verbs in the box.
   can     might     must     could     will     should
   • The judges won’t have …
   • There could have been …

6 Choose the correct option to complete the sentences.
   1 They say you must / needn’t / shouldn’t swim directly after a meal. It’s dangerous.
   2 I think Barcelona will / can’t / want to win the cup this year. They’ve won every match so far this season.
   3 How disappointing! There ought to / will / must have been more people at the conference. We invited more than two hundred.
   4 Although it was a struggle until the very end, I could possibly / might have / managed to succeed!
   5 According to the rules, you aren’t allowed / shouldn’t / ought to eat in the classrooms.
   6 You managed to / are able to / had better pay more attention to your teacher if you want to pass the exam.
Verb patterns

1. Read the verb patterns (a–e). Then add each verb in the box to one of the lists of example verbs. Use a dictionary if necessary.

intend love miss manage fancy keep
allow let remind start

a) verb + to + infinitive: agree, arrange, can’t afford, decide, learn, offer, plan, prefer, refuse, remember, seem, tend, 1 ________, 2 ________

They arranged to meet Robert after school.

b) verb + object + to + infinitive: advise, cause, enable, encourage, expect, force, urge, warn, 3 ________, 4 ________

The money from her part-time job enabled her to study at university.

c) verb + object + infinitive without to: make, 5 ________

Please don’t make me speak to that man again.

d) verb + gerund (-ing form): admit, avoid, can’t help, can’t stand, enjoy, imagine, practise, spend/waste time, 6 ________, 7 ________, 8 ________

I don’t waste time worrying about exams.

e) verb + gerund (-ing form) / to infinitive: we can use either form; the meaning stays the same or changes very slightly: begin, cease, continue, hate, intend, like, prefer, 9 ________, 10 ________

The company ceased trading last July.
The company ceased to trade last July.

2. Using the information in Exercise 1, complete the sentences with the correct form of the verbs in brackets.

1. Do you practise ________ (speak) French when you’re on holiday?
2. Tom and Pam are planning ________ (get) married in the summer.
3. My brother reminded ________ (I / buy) some flowers.
4. The lifeguard warned ________ (we / no swim) in the sea that morning.
5. Do his parents let ________ (he / stay out) late?
6. My tennis coach used to make ________ (I / train) after school every day.
7. My grandparents encouraged ________ (we / take) driving lessons.
8. Helen can’t stand ________ (listen to) classical music.
9. They intend ________ (use) the school address for their correspondence.
10. Helen keeps ________ (ask / I) silly questions.

3. In pairs, discuss the change in meaning that the use of the gerund or the infinitive causes in the pairs of sentences.

1. a) I stopped to say hello to my neighbour.

b) I stopped saying hello to my neighbour.

2. a) Carla forgot to buy a new purse.

b) Carla forgot buying a new purse.

3. a) Henry went on to study computer science at university.

b) Henry went on studying computer science at university.

4. a) They heard Margaret sing a song.

b) They heard Margaret singing a song.

5. a) I tried turning up the heat but it didn’t work.

b) I tried to turn up the heat but it didn’t work.

6. a) We regret to inform you that you failed the test.

b) We regret informing you that you failed the test.
Expressing emphasis, surprise and disappointment

1 Read the conversations. What is the problem in each situation?

Conversation 1
Andrea: I think everything is set up for the exhibition. Any news on the artist?
Bob: Edward is not coming to the opening of the exhibition.
Andrea: Oh, how terribly disappointing! Why didn’t you try to persuade him?
Bob: I did try to persuade him but he just wouldn’t listen.
Andrea: What a shame!
Bob: Even Picasso himself couldn’t have persuaded him.
Andrea: So it seems.

Conversation 2
Sue: Gosh, it’s freezing in here! Why didn’t you put the heating on?
Fiona: I did put the heating on. It just takes a while to heat up and these heaters are old.
Sue: So I believe. I don’t suppose you spoke to the rental agency about this.
Fiona: I did speak to them and I actually spoke to the landlord himself.
Sue: And what did he say?
Fiona: He said the heaters worked perfectly well and that we didn’t pay enough rent to warrant any investment in a new system.
Sue: How typical! It’s just awful.

2 In pairs, answer the questions.
1 What do you think Andrea and Edward’s professions are?
2 How would you describe Andrea’s responses? What words does she use?
3 What’s Bob’s attitude? How does he emphasise emotion?
4 What is the relationship between Sue and Fiona?
5 How does Fiona feel when Sue speaks to her?
6 Does Sue have a high opinion of her landlord?

3 Read the grammar box and underline examples in the conversations for items 1–5.

1 Exclamatory sentences are used to express surprise, disappointment or indignation: How + adj, What + a + adj + noun, Gosh/Wow/My god + sentence.
2 so is used at the beginning of a clause when a speaker wants to emphasise that they already know something. It is used with the verbs say, hear, understand, seem, tell and believe.
3 Emphatic pronouns refer back to a noun or pronoun to emphasise it: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
4 The auxiliary do is used before the infinitive form of the main verb for emotive emphasis.
5 just is used for emphasis before adjectives, verbs and negative statements.

4 Complete the dialogue using the information in Exercise 3. There may be more than one possibility.

A: I’m thinking of buying a flat in London.
B: 1_______, that’s a bold move! But you don’t like London.
A: I 2_______ like London. I 3_______ don’t like crowded places.
B: And it’s very expensive.
A: So they 4_______.
B: I’ve lived there 5_______ . I can’t see how you could afford to buy there.
A: It’s not a problem. I’ve just inherited some money.
B: 6_______ a stroke of luck! Who from?

5 In pairs, write two separate dialogues. Use words to create emphasis and include one or all of the phrases in the box.

What a nuisance! What a thing to say!
How very extraordinary! Wow, this is really cool!

6 Read out your dialogues to another pair. Ask them to guess the context for each conversation, the relationship between the speakers and their attitudes.
Unit 5  WORKSHEET  LANGUAGE AWARENESS

Short questions in conversations

1 When someone is talking in your language, what words do they use to a) show surprise and b) show indignation?
   __________________________________________________
   __________________________________________________

2 Read the grammar box and complete the examples.

1 We use short questions to show interest in what somebody is saying and to signal that we want more details. These are known as reply questions and have a rising intonation.

Affirmative sentences are followed by affirmative reply questions.

A: I went to the new junk shop in the High Street yesterday.
B: Did you?
A: Your brother lent me some money.
B: _______?

Negative sentences are followed by negative reply questions.

A: Chris and Lisa aren’t flying to Japan after all.
B: _______ they?
A: I never buy shoes online.
B: _______?

2 We can also use short questions to show displeasure. These are idiomatic, very informal and, depending on the intonation, can sound rude.

A: I hear you are going out with Maria.
B: So what? (What does this have to do with you?)
A: Sarah said you were going to leave college.
B: She said what? (Why on earth did she say that?)
A: Your boss said he was going to sack you.
B: He _______?
A: So I understand you are not going to apologise to Mr Jones.
B: Says _______? (Who has said that I am not going to apologise?)

3 In pairs, write sentences based on the prompts. Student A: read your sentences. Student B: react with a suitable reply question.

1 I / not need / a new phone
A: I don’t need a new phone.
B: Don’t you?
2 Dad / give / me / money / last weekend

3 I / go / shopping in Milan recently

4 I / not think / I / be / very lucky person

5 Mum / usually / do / the shopping online

4 In pairs, write and then read out four true sentences about yourself. Your partner should react with a suitable reply question.

5 Complete the mini-dialogues with a short question from the box. Then act them out with your partner.

How come?   So what?   Says who?   He said what?

1 A: You’ve changed the colour of your hair again.
B: _______?
A: Pardon me for asking!
2 A: I’ve been given a prize at school.
B: _______?
A: Because I entered the poetry competition.
3 A: I hear you’ve been spreading rumours about me.
B: _______?
4 A: Barry said you were leaving home.
B: _______?  Why on earth did he say that?

6 In pairs, you are going to write two dialogues: one between two classmates and the other between a teenager and his/her parent. Use a situation from the box or your own ideas.

The classmate …
   is jealous of his/her classmate.
   has heard a rumour.
   The teenager wants to …
   get a tongue piercing.
   get more pocket money.
   go abroad with friends.

• decide what type of short questions to include
• write your dialogues, then act them out
Linkers and connectors

1 Match the linkers and connectors (1–8) with their functions (a–h).

1. in addition, as well as, too, also, as well, moreover ___
2. such (+ a/an + adj + noun), so (+ adj + that) ___
3. however, nevertheless, even so, despite, in spite of, on the one hand/on the other hand, only, while, whereas, although, even though ___
4. this means, as a result, so, therefore ___
5. in case, if, unless, providing, as long as, supposing (+ subject) ___
6. to/in order (not) to, so as (not) to (+ verb), in order that, so that (+ subject) ___
7. because of, owing to, due to/due to the fact that, as a result of, thanks to (+ noun/noun phrase/verb + -ing form), so, as, since, because (+ subject) ___
8. either… or, neither … nor (+ singular verb), both (+ plural verb) ___

a) To express purpose
b) To introduce causes and reasons
c) To contrast ideas
d) To express actions performed by two or more people
e) To express condition
f) To add extra information
g) To introduce consequences and results
h) To add emphasis

2 Match the words in bold with functions a–h in Exercise 1.

1. As well as being a great cook, Nigel is also a great host. ___
2. In case you haven’t heard, the government are going to raise taxes. ___
3. We will provide vegetarian and poultry snacks so as not to offend anyone. ___
4. Despite his reputation for generosity, he has never given any money to charity. ___
5. John is feeling sick thanks to having eaten twelve cream cakes. ___
6. He was so nervous that he forgot to ask the question. ___
7. Supposing he doesn’t like fish, then what will we do? ___
8. Neither Paul nor Emma speaks French. ___

3 Replace the underlined words with an appropriate alternative (a, b, c or d).

1. Eating too much salt has other harmful effects in addition to hypertension.
   a) too  b) however  c) as well as
d) in order to
2. Whereas some people like country and western music, others hate it.
   a) Due to  b) While  c) However
   d) Despite
3. James spent years working on his theory, only it didn’t work.
   a) such  b) however  c) so as to
d) despite
4. You can go to the disco as long as you are back by midnight.
   a) providing  b) as well as  c) because of
d) in case
5. Jane had finished her course, so she was able to go away on holiday.
   a) nevertheless  b) therefore  c) as to
d) due to
6. Even though Terry had finished his exams, he still couldn’t go on holiday.
   a) Despite  b) Because of  c) Providing
d) Although
7. Supposing you had had an accident, what would you have done then?
   a) In case  b) Providing  c) What if
d) Unless
8. Because he had inherited a lot of money, it was no surprise that he never worked.
   a) Despite  b) Although  c) Due to
d) Since
A presentation about language and communication

Spoken versus written English

Q Are there any real differences between written and spoken English?
A Well, essentially they are the same language, but there are some differences in use and organisation. As you can imagine, written English is a lot more organised. You have time to research what you write, time to structure it, conventions to help you construct it and the chance to draft it. But spoken English happens on the spot and is totally spontaneous. The key thing here is that you don’t have very much time to construct speech.

Q Is spoken English less formal than written?
A A lot less formal. You use fewer words, simpler language and more intonation and body language to get your message across.

Q Do people use complete sentences in spoken English?
A We speak more in small phrases because we need time to breathe and to think. And we make noises when we pause to think; ‘erm’ is typical. There is a lot of repetition of words in spoken English to help you buy time. There are lots of stops ... and starts.

Q Are spoken interactions different?
A They’re face to face and in real time. If you see a transcript of a normal day-to-day conversation, it’s very messy and looks like chaos. When you speak, you have to participate and manage your content while thinking on your feet.

Q Are set phrases important to manage your conversation?
A Essential. These fill up time and help you get to your next thought. It’s useful to have little phrases like The thing is ..., As I was saying ..., or Anyway, to cut a long story short ...

Q What is the most important thing you should always remember about spoken English?
A Speaking is performing and it is a physical activity; you need to use your vocal cords and breathe. And it’s a social activity, you need to interact. You compensate for time with simple language, gestures, intonation and tone, and you hesitate, repeat, rephrase and make false starts all the time.
1 Read the interview about spoken versus written English and decide on the best option to complete the sentences.

1 Written English is …
   a) spontaneous in construction.
   b) totally different to spoken English.
   c) not constructed in real time.
2 In spoken English you use … to express yourself.
   a) more words and slang
   b) more than just words
   c) formal structures
3 A transcript of spoken English …
   a) has long sentences.
   b) looks disorganised.
   c) is complicated to write down.
4 In terms of grammar, in spoken English …
   a) only simple tenses are used.
   b) reported speech is common.
   c) the past perfect is unusual.
5 Regarding vocabulary, in spoken English common words are …
   a) words like renovate or illustration.
   b) adverbs.
   c) shorter words of Saxon origin and phrasal verbs.
6 Set phrases like the thing is are …
   a) used to organise writing.
   b) typical in spontaneous speech.
   c) very colloquial.

2 In groups, discuss whether you think the following features of speech are used in your language:

1 False starts, hesitation and repetition
2 Paraphrasing
3 Simple language
4 Question tags
5 Intonation and gestures
6 Slang words
7 Noises when thinking or hesitating

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Web search

Find a video of unscripted English speech online, for example, a vox pop interview.

Task
You are going to give a presentation to your classmates about an aspect of English language and communication.

Step 1 • Research

1 In your group, choose one of the topics from the box to research and present.

   A Statistics on English language speakers in the world (countries, native / second language speakers, etc.)
   B American versus British English
   C Regional accents in the UK

2 Allocate tasks among the group members and carry out your research. Collect graphs, charts, images, statistics, links, video clips, etc. Make notes.

Step 2 • Write, plan and assemble

1 Write two or three paragraphs on your presentation topic.
2 Decide how you are going to present this information in your presentation (narration, video clips, charts, bullet points, etc.).
3 Assemble the presentation and decide who is going to do what.

Step 3 • Practise your presentation

Practise giving your presentation. Consider using the useful language below.

- Our presentation is about …
- We aim to cover the following areas …
- Can anyone answer this question? Who …?
- We’re going to play you a video clip of …
- Did you know that 50% of the population …?
- Can you guess which British accent you can hear in this clip?
- Our final point is about …
- Have you got any questions?

Step 4 • Give your presentation

Give your presentation to the class and/or post it online.
A presentation about social and cultural norms

Are you prepared for life in the UK?

Language and politeness
British people rarely use superlatives and are not very animated when they speak. They value privacy over everything else, so be careful what you ask because you could be prying without meaning to. On first meeting they may come across as cold and reserved, but they do warm up with time! Note that Brits often avoid extended eye contact. They find it uncomfortable and intimidating.

As for language, please, thank you and sorry are normal parts of everyday conversations and interactions. Imperatives are a no-go area in day-to-day transactions. Some people are simply baffled by how polite the English are. As an international visitor, you may not be used to this, but you will probably get used to it quickly after your arrival!

Personal space
In the UK, it’s acceptable to keep one arm’s length between yourself and those you are speaking to. Any closer is assumed to be aggressive and can be uncomfortable for some. When greeting a good friend or family member in the UK, especially if one of the people being greeted is female, you will frequently give and/or receive a small kiss on the cheek. If you are not a close friend or family member, then physical touch is perceived as odd or uncomfortable; you may shake hands, but often a smile and a bow of the head is acceptable enough.

Public norms
The English have a high degree of respect for older adults and people with disabilities. If you are on public transport, you are expected to give up your seat if an older person or someone with a disability comes onto the vehicle and there is no other seat. If an older adult or someone with a disability seems to be struggling with something, you are also expected to ask the person if they need your assistance.

Never jump lines, known as ‘queues’ in the UK. In some countries jumping the queue may be acceptable, but in England, people may not be very happy with you and will definitely let you know how unhappy they are about the situation. Standing patiently in the queue is a normal part of British culture.

Social norms
The British are punctual. Being late is odd and, in some cases, considered to be rude. If you’re going to be late to something, contact those involved as soon as you know you will be late. Also, it is less rude to be late to a dinner party at someone’s home than it is to be late to a public meeting (such as dinner at a restaurant). If you are invited to the home of a native, it is normal to bring along a gift, such as chocolates, wine or flowers to say thank you. If you go to a pub with your friends, it is common practice to pay a round of drinks for those who you came with. The person who has invited you to dinner is typically the one who pays. Do not argue about whose responsibility it is, rather, invite them out to dinner at some point and pay for them to reciprocate.

www.studying-in-england.org
1 Read the information for international students and discuss with a partner if the statements are true (T) or false (F). Quote from the text.

1 British people generally don’t like to be asked about their private lives.

2 You can kiss a British person on the cheek when you first meet them.

3 On public transport you should always give up your seat for a young child.

4 British people like to be informed if you are going to be late.

5 If a British person invites you to dinner at a restaurant, you would be expected to pay half.

2 Match the words in bold in the text with the definitions and synonyms.

1 help or support _______________
2 shy, unwilling to show feelings _______________
3 forbidden, prohibited _______________
4 having problems or difficulties _______________
5 completely confused _______________
6 intruding in an annoying way _______________

3 In small groups, discuss how the social and cultural norms presented in the text compare with those in your own country.

Web search
Find answers to the British culture and social norms quiz.

1 Which two British soap operas are watched by millions in the UK every week?
2 How many London football teams are in the Premier League and what are their names?
3 When did Charles Dickens die? Name one of his most popular novels.
4 If you have an emergency in the UK, what number should you dial?
5 What do these slang words mean: sarnie, bobby, barmy, chuffed?

Task
You are going to give a presentation to your classmates with the title: Five things you should know about the UK before you go.

Step 1 • Research

1 In your group, choose five topics from the box to research and present.

<table>
<thead>
<tr>
<th>history / historical figures</th>
<th>popular TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>buildings and monuments</td>
<td>government</td>
</tr>
<tr>
<td>social norms and language</td>
<td>literature</td>
</tr>
<tr>
<td>sport</td>
<td>when to use formal language</td>
</tr>
<tr>
<td>the transport system</td>
<td>the health system</td>
</tr>
<tr>
<td>behaviour considered to be rude</td>
<td></td>
</tr>
</tbody>
</table>

2 Allocate tasks among the group members and carry out your research. Collect graphs, charts, images, statistics, links, video clips, etc. Make notes.

Step 2 • Write, plan and assemble

1 Write three or four sentences on each of your five topics.

2 Decide how you are going to present this information in your presentation (narration, video clips, charts, bullet points, etc.).

3 Assemble the presentation and decide who is going to do what.

Step 3 • Practise your presentation

Practise giving your presentation. Consider using the useful language below.

- Our first point is about …
- Did you know that in the UK …?
- Can anyone answer this question? Why …?
- We’re going to play you a video clip of …
- We’re going to show you some typical questions to ask …
- Can you guess what British people …?
- Our final point is about …
- Have you got any questions?

Step 4 • Give your presentation

Give your presentation to the class and/or post it online.
Dear Sir or Madam,

I am writing to enquire about the post of Assistant Outdoor Instructor which was advertised on the Job Seekers website. I am interested in applying for this position.

At present I am at secondary school studying for my A-levels, which I will be taking in June. After doing my exams, I would like to do some work experience before I go to university to study Sports Science. My aim is to find work related to my future field of study, hence my interest in your advertisement. The post which you are offering would be invaluable experience for me.

As I am still at school, I do not have a lot of work experience, but I enjoy outdoor sports. I recently helped to organise a trekking holiday for a group at our school. I have also worked as a volunteer at my local sports centre. I have a swimming lifeguard certificate and some experience of canoeing. I believe that I am a responsible and enthusiastic person and I am keen to learn. I will be 18 years old next month.

I would be grateful if you would consider my application and would be delighted to attend an interview at your convenience. Please find attached a copy of my CV. If you have any questions, please do not hesitate to contact me.

I look forward to hearing from you.

Yours faithfully,

Peter Moore
1 In pairs, join the verbs with the appropriate nouns and noun phrases.

1 take  a) an interview
2 graduate  b) for a job
3 apply  c) from college
4 enclose  d) an exam
5 have  e) an application
6 consider  f) experience
7 attend  g) a CV

2 Read the job advert and then discuss with a partner if the statements are true (T) or false (F). Quote from the text.

1 The successful candidate will help other professionals on the outdoor courses.________________________
2 This is a part-time but permanent position.________________________
3 You might be asked to work in different centres during the course of your employment.________________________
4 Experience of leading groups of young people is an obligatory requirement.________________________
5 You have to have specific qualifications to apply for this job.________________________

3 Discuss with a partner what you would expect to find in a letter from a person applying for the job in the advert.

4 Read the covering letter from a job applicant and answer the questions.

1 Find formal phrases in the letter with the same meaning as: right now, get in touch, hear from you soon, I want to apply, I’m writing about, please look at my application.________________________
2 What else about the letter makes it formal?________________________
3 In which paragraph does the candidate mention what he can offer the company?________________________
4 In which paragraph is the reason for writing given?________________________
5 What is the function of the second paragraph?________________________
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