

## VOCABULARY

Linking  
expressions

- 1 Complete these money-saving tips with the correct linking expression.

after if in case instead of when whenever

## SAVE MONEY ...

## ... around the home

- 1 Always turn off electrical equipment \_\_\_\_\_ using it; leaving things on standby uses energy!
- 2 Use the washing machine at night, \_\_\_\_\_ electricity is cheaper. And wash clothes in cold water \_\_\_\_\_ using a hot water programme.
- 3 \_\_\_\_\_ you have a printer at home, print on both sides of the paper you use.
- 4 Don't buy food you don't need; check your fridge before you go shopping \_\_\_\_\_ you already have food that needs to be eaten.
- 5 Turn off the lights \_\_\_\_\_ you leave a room to save electricity.

## VOCABULARY

Multi-word  
verbs: managing  
money

- 2
- Circle
- the correct particle to complete the multi-word verbs in these tips.

## ... and when you're out shopping

- 1 **Look out / over** for special offers in the supermarket, but don't buy things you won't use.
- 2 Work out your budget for food and try to **keep at / to** it.
- 3 If you **go out / over** your budget one week, try to stay under it the next week.
- 4 Try an experiment one week. See what is the minimum you can **survive on / for**. You'll probably be surprised!
- 5 Don't **give in / up** buying the things you like, but buy them less often. For instance, buy yourself some chocolate once a week instead of every day.
- 6 Put a small amount of money in an envelope every week to **save up / on** for occasional treats.



## © Get it right! Uncountable nouns

© TIP You say *some advice* or *a piece of advice* not *an advice*.

### 3 Read the email. Choose the correct words and write them in the gaps.

- |                |            |             |
|----------------|------------|-------------|
| 1 a some       | b a        | c -         |
| 2 a an         | b a        | c a lot of  |
| 3 a -          | b a lot of | c a         |
| 4 a items of   | b a        | c much      |
| 5 a -          | b items of | c piece of  |
| 6 a knowledges | b know     | c knowledge |
| 7 a an         | b a        | c -         |
| 8 a -          | b some     | c a         |
| 9 a many       | b a lot of | c much      |

From: Daniel

To: sandrat@mymail.com

Subject: My news

Hi Sandra,

Sorry I haven't written for so long – I've been really busy. In fact, I've got some great news, I got <sup>1</sup> a new job last month! After sending out <sup>2</sup> \_\_\_\_\_ applications, I now work for <sup>3</sup> \_\_\_\_\_ marketing company, in the corporate communications department! I have to read and write <sup>4</sup> \_\_\_\_\_ news and answer phone calls in English, Spanish, German and Swedish. Occasionally, I'm given a more important <sup>5</sup> \_\_\_\_\_ work, like checking the company's annual report. I think they gave me the position because of my <sup>6</sup> \_\_\_\_\_ of foreign languages – as you know, I've travelled a lot.

The company is completely different from the one I used to work for. People are very friendly, and I know I can talk to them if I need <sup>7</sup> \_\_\_\_\_ advice. I'm really motivated and although it's <sup>8</sup> \_\_\_\_\_ hard work, I'm very happy – and I earn <sup>9</sup> \_\_\_\_\_ more money now!

Anyway, that's all my news. How are you and Dave? Let's meet for coffee some time.

Speak soon,  
Daniel

## VOCABULARY

### Using equipment



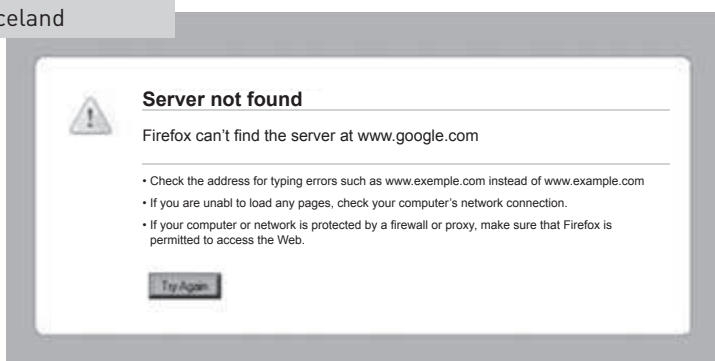
Helga, Iceland

### 4 Complete Helga's computer story using the correct form of the verbs in the box.

check click open plug press shut switch (x3) unplug

I had a really frustrating day yesterday. I needed to do some research, but I couldn't get online. I tried <sup>1</sup> \_\_\_\_\_ the computer off and on again, but that didn't help. I even <sup>2</sup> \_\_\_\_\_ everything down, <sup>3</sup> \_\_\_\_\_ all the different bits of equipment and <sup>4</sup> \_\_\_\_\_ it all into another socket, but that didn't solve the problem, either. I tried to <sup>5</sup> \_\_\_\_\_ the Internet connection, but after I'd <sup>6</sup> \_\_\_\_\_ on 'Control panel' and <sup>7</sup> \_\_\_\_\_ 'Network connections', I didn't understand the message it gave me! So I had to ring the helpline, and of course when I <sup>8</sup> \_\_\_\_\_ the number to speak to a technician, I had to wait for ages

listening to really irritating music. I finally spoke to someone who was actually really helpful, and we found the problem. There's a little switch for the Internet connection on the side of my laptop, and it had somehow got <sup>9</sup> \_\_\_\_\_ off. I didn't even know it was there! I <sup>10</sup> \_\_\_\_\_ it on again and everything was fine. I felt so stupid – and I'd wasted a whole morning.



## GRAMMAR

Verb + -ing

## 5 Complete the conversation using the correct form of the verbs in the box.

avoid can't face consider keep think try

- A My car <sup>1</sup> \_\_\_\_\_ breaking down. I guess I'll have to <sup>2</sup> \_\_\_\_\_ about getting a new one.
- B Oh dear. But do you really need one? I thought you cycled most of the time.
- A Well, yes. I try to <sup>3</sup> \_\_\_\_\_ using it too much, but it's nice to have for weekend trips and things.
- B Hmm. Have you <sup>4</sup> \_\_\_\_\_ car sharing? I think there's a scheme here for that.
- A Yes, but a friend of mine <sup>5</sup> \_\_\_\_\_ using it and it was very expensive, and not really very convenient.
- B Ah well, it looks like you *will* have to buy a new car, then.
- A I know, but I <sup>6</sup> \_\_\_\_\_ selling my old one. I've had it for a long time, and it's like an old friend!



## VOCABULARY

Giving reasons

## 6 Circle the correct expressions to complete this advice for new managers.

People are an organisation's most important resource, <sup>1</sup>so / because you need to get the best out of your staff.

Have an 'open door' policy <sup>2</sup>because of / so that employees know they can talk to you. Employee motivation is <sup>3</sup>because / due to many factors, including the opportunity to show initiative and participate in decisions; try to value everyone's contributions. Help individuals to develop professionally <sup>4</sup>so that / because this will help your organisation. <sup>5</sup>Since / Due to training is so important, this should be the last thing you reduce spending on.

<sup>6</sup>Because / So that negative feelings can spread quickly, you need to take action fast to solve any problems in your department. Many people suffer <sup>7</sup>because / because of unnecessary stress at work. Give people enough time, help and resources to do their job well.

And finally, make sure you act as a role model, <sup>8</sup>due to / as employees expect their bosses to set a positive example.

## Over to you

Which suggestions do you think are most useful? Are there any you disagree with? Write two more pieces of advice for managers.

## © Get it right! *similar, different, the same*

© TIP You say *It's similar to* not *It's similar than/that*.

### 7 Compare the things using the word in brackets.

- 1 British cuisine / Spanish cuisine (different)  
British cuisine is different from/to Spanish cuisine.
- 2 a tennis ball / a squash ball (different)  
\_\_\_\_\_
- 3 kung fu / karate (similar)  
\_\_\_\_\_
- 4 a lemon / a lime (similar)  
\_\_\_\_\_
- 5 the language in Argentina / the language in Spain (same)  
\_\_\_\_\_
- 6 music from Tanzania / music from Norway (different)  
\_\_\_\_\_
- 7 the weather today / the weather yesterday (same)  
\_\_\_\_\_
- 8 living in the country / living in the city (different)  
\_\_\_\_\_

## TimeOut

- 8 In the Coursebook you read about a German driver who crashed into a building because he followed his satellite navigation system too literally. Here are some more true 'sat nav' stories. Which one do you like best?

A coach driver taking a group of nine-year-olds on a school trip to Hampton Court Palace, historic home of King Henry VIII, put the name of his destination into his sat nav and 60 children spent the whole day going round in circles after it directed him to a narrow street in north London with the name of Hampton Court. A journey that should have taken 90 minutes took eight hours, and eventually the children were taken back to the school. The only break in their journey was a stop for the toilet.

A gang of armed bank robbers were caught because their driver used his sat nav to check out locations for their raids. He added the addresses of 12 banks into his device's 'places of interest' while planning the robberies.

A group of workers on a Christmas outing to France were taken to the wrong country after a sat nav mistake sent them seven hours off course. The office outing was scheduled for the French city of Lille, but the group were diverted 160 km away to a village of the same name across the border in Belgium.

A Swedish couple wanting to go to the beautiful Mediterranean island of Capri drove to Carpi, an industrial town in northern Italy, because they misspelt the name in their car's GPS. The car's sat nav system had sent them 650 km off course. 'Capri is an island. They did not even wonder why they didn't cross any bridge, or take any boat,' said a tourism official in Carpi.



### Over to you

See if you can find any other sat nav stories on the Internet.



# EXPLORE Writing

9 Read this note left by Simon for his friend, Ali, and answer the questions.

- 1 How long is Simon going away for?
- 2 What is Ali going to do for him?



Hi Ali

- a Thanks so much for coming in like this - I really appreciate it.
  - b I've just cleaned out the aquarium, so you just need to feed the fish. The food is on the table by the aquarium and it tells you how much to use. Don't give them too much!
  - c The heating is on a timer and I've turned it right down, but could you turn it up to 20° the day before I come home?
  - d Help yourself to anything you want while you're here. If you take any drinks out of the fridge, make sure the door is properly closed - it sometimes comes open! And if you boil water, can you unplug the kettle after using it?
  - e Thanks again for everything. Look forward to seeing you in a week's time.
- Simon

10 How is Simon's note organised? Write the letter (a-e) of the section(s) where Simon does these things.

- 1 asks Ali to do something \_\_\_\_\_ , \_\_\_\_\_
- 2 thanks Ali \_\_\_\_\_ , \_\_\_\_\_
- 3 tells Ali what he can do \_\_\_\_\_
- 4 explains how to use equipment \_\_\_\_\_

11 Look at the note again and find ...

- 1 three expressions used to say thank you.
- 2 an expression that offers something.
- 3 an expression that asks someone to check something is OK.

12 Imagine a friend or neighbour is coming to look after your house while you are away. Think about ...

- things you want them to do (look after animals or plants, pick up post, ...).
- things they can do (use the garden, make drinks, ...).
- how to use any equipment (coffee maker, TV, ...).

Write the note you will leave them. Don't forget to thank them!

# EXPLORE Listening PLUS

## A special skill



1 What do you think are the most important qualities of a good teacher?

2 **21** Listen to Laura talking about teaching. Answer the questions.

- 1 What does she teach?
- 2 Why does she think she's good at it?

3 **21** Listen again. Are the sentences true or false?

- |  |              |
|--|--------------|
| 1 The method is designed for young children.                                   | TRUE / FALSE |
| 2 The first stage deals with simple spelling-to-sound correspondences.         | TRUE / FALSE |
| 3 The first stage lasts about two months.                                      | TRUE / FALSE |
| 4 In the second stage children learn to associate one letter with two sounds.  | TRUE / FALSE |
| 5 The third stage involves learning three or four letters that make one sound. | TRUE / FALSE |
| 6 The method has been used by schools in Britain.                              | TRUE / FALSE |
| 7 Laura has used the method with her own children.                             | TRUE / FALSE |
| 8 Her son was able to read fluently when he was five.                          | TRUE / FALSE |
| 9 The method recommends that students read books like Harry Potter.            | TRUE / FALSE |

## Pronunciation Vowels with *r*: /ɑ:/, /ɔ:/ and /ɜ:/

There are lots of combinations of letters with *r* which make a single vowel sound. These sounds are usually long, shown by /:/, and in British English the *r* is not usually pronounced.

1 **22** **P** Listen and practise saying the words. Notice how long the vowel is.

- | /ɑ:/   | /ɔ:/ | /ɜ:/ |
|--------|------|------|
| 1 far  | four | fur  |
| 2 barn | born | burn |
| 3 park | pork | perk |

2 **23** Listen and circle the word you hear at the end of each sentence.

- |        |      |         |       |        |       |
|--------|------|---------|-------|--------|-------|
| 1 dart | dirt | 3 born  | burn  | 5 form | firm  |
| 2 part | port | 4 short | shirt | 6 cart | court |

3 **24** **P** Listen and practise saying these sentences.

- 1 I burnt my arm and it's really sore.
- 2 The car has four doors and an alarm.
- 3 She's bored with the work she does at the firm.
- 4 In American English the word for 'garden' is 'yard'.
- 5 He turned left into the park.

- 1 Before you watch the video, read this job description for a chef. How interesting / difficult would you find it to do this work?

## Job description – head chef

- prepare and cook food according to the customers' requirements
- plan, price and create a daily menu
- arrange and garnish the food for serving
- maintain cleanliness in the workplace
- supervise health and safety in the workplace
- be responsible for buying food
- supervise delivery of supplies
- supervise kitchen staff
- carry out training of staff
- prepare the specialities of the restaurant

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- 2 Watch the whole documentary and tick (✓) the things in the job description that Peter mentions.
- 3 Watch Part 1 of the documentary (0:06–2:27) and complete Peter's career profile.

**Training:** included <sup>1</sup> \_\_\_\_\_ weeks work placement at the Reform <sup>2</sup> \_\_\_\_\_, London.

**Work experience:** various jobs in restaurants and catering.

**Current position:** Chef manager for large <sup>3</sup> \_\_\_\_\_, providing lunch for between <sup>4</sup> \_\_\_\_\_ and 500 people daily in <sup>5</sup> \_\_\_\_\_ restaurant and fine-dining restaurant.

### Main responsibilities:

- <sup>6</sup> \_\_\_\_\_ and safety
- staff training
- <sup>7</sup> \_\_\_\_\_ purchasing
- hygiene of <sup>8</sup> \_\_\_\_\_ and food

**Most enjoys:** working with <sup>9</sup> \_\_\_\_\_ and food.



Peter

- 4 Peter describes a typical morning. Match his duties with the correct times. Watch again to check.

- |       |  |
|-------|--|
| 6.00  | Staff briefing   |
| 6.30  | General check on kitchen and staff                               |
| 7.00  | Open restaurant  |
| 8.45  | Briefing in restaurant (food, special client requirements, etc.) |
| 11.30 | Start serving lunch  |
| 11.50 | Check food deliveries have arrived                               |
| 11.55 | Check kitchen is functioning                                     |
| 12.00 | Staff arrive – check they know their duties                      |

- 5 Complete the multi-word verbs and other expressions Peter uses to talk about his day. Watch again to check.

carry check get go know make open should turn

- My day starts between 6.00 and 6.15. The first order of the day is to \_\_\_\_\_ **sure** the kitchen's functioning.
- Then the rest of the team will \_\_\_\_\_ **up**.
- I'll make sure they're happy, **they** \_\_\_\_\_ **what they're doing**.
- I'll allow them to \_\_\_\_\_ **on with it**.
- Everyone will then \_\_\_\_\_ **off** and \_\_\_\_\_ **on with** their work.
- Then I will \_\_\_\_\_ **around** again that everything is **as it** \_\_\_\_\_ **be**.
- We'll be ready to \_\_\_\_\_ **the doors** for 12 o'clock.

- 6 Watch Part 2 (2:28–5:48). What is the best description of a Cambridge Burnt Cream?
- It's a cold dessert made with eggs, sugar and cream, with a burnt sugar top.
  - It's a dessert made with eggs, sugar and cream, served hot with a vanilla sauce.

- 7 Match these descriptions with stages A–E below. Watch again to check.

- Pour mix into moulds and bake in oven.
- Heat cream gently.
- After chilling, sprinkle sugar on top and caramelize with gas gun.
- Add heated cream to egg mix.
- Whisk sugar and egg yolks together.

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## Ingredients



free-range  
egg yolks



whipping  
cream



caster sugar  
infused with  
a vanilla pod



sugar for  
caramelising

## Stages

A



B



C



D



E



- 8 Match these cooking verbs with their meanings. Watch again to check.

- |                       |   |
|-----------------------|---|
| 1 whisk               | a make something become hot or warm   |
| 2 pour                | b put in with something else  |
| 3 heat (something) up | c present to be eaten   |
| 4 boil                | d mix something very quickly  |
| 5 simmer              | e put a small amount (e.g. of a liquid or powder) lightly on top of something |
| 6 add                 | f start to boil   |
| 7 bake                | g move a liquid from one container to another                                 |
| 8 sprinkle            | h cook in the oven  |
| 9 serve               | i (for a liquid) reach a high temperature and start to become a gas           |

- 9 Think of something you know how to prepare. Write a short description of what you need, and what the stages are.

## GLOSSARY

**be hooked (on)** (verb): to like doing something very much, and want to do it all the time

**thoroughly** /'θʌrəli/ (adverb): very, or very much

**purchase** /'pɜːtʃəs/ (verb, formal): to buy

**leave someone to their own devices** (verb): leave someone to do what they want to do

**briefing** (noun): a meeting to give people information and instructions

**infuse** /ɪn'fjuːz/ (verb): to leave something like herbs or spices in food so it absorbs the flavour

**free-range eggs** (noun): eggs that come from chickens that live freely and eat naturally (not in **intensive** or **battery** farms)

**yolk** /jɒk/ (noun): the yellow part in the middle of an egg

**curdle** /kɜːdl/ (verb): If something like milk or beaten eggs curdles, it separates into solid and liquid parts.