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TEACHER BRUNO

BOOK 3

ADVANCED

INGLÊS

COM BRUNO

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Durante minha juventude tive a oportunidade de aprender Inglês. A princípio meu intuito era conseguir melhores oportunidades no ramo profissional, mas durante meu processo de aprendizado, vi que o Inglês nos abre a mente para um mundo desconhecido, um mundo de informação, de expansão em comunicação, mais divertido e com maiores possibilidades.

Vendo tudo isso acontecendo em minha vida, tive como principal objetivo trazer esse novo mundo para todas as pessoas em minha volta. Depois de muito estudo, pesquisas e experimentos, criei a Aliança América Idiomas.

Muitas pessoas colocam o aprendizado do idioma Inglês como uma coisa muito difícil e inalcançável, e a Aliança América foi criada para mostrar que essa barreira é possível ser quebrada facilmente, é possível aprender inglês de uma forma divertida e prática. Com isso, criamos os nossos 3 livros de ensino: English For Life, English Conversation e English Pro.

Gosto muito de um filme que tem como mensagem principal o lema: "Qualquer um pode cozinhar", eu digo a você agora: Qualquer um pode aprender inglês.

O caminho para se tornar fluente pode parecer desafiador, mas não se preocupe, nós da Aliança América já traçamos ele para você. Confiamos no seu potencial e estamos dispostos a caminhar ao seu lado durante o trajeto para se tornar fluente na língua Inglesa.

Obrigado por confiar seu futuro a Aliança América.



Helaman M.

Fernandes

Diretor Executivo

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Level Upper Intermediate	
Material	English Pro
Target structures	Ser capaz de entender e usar: Comunicação - Desenvolver as estruturas, vocabulário e produzir conversas, expressar opiniões sobre assuntos mais formais e que envolvam uma comunicação Profissional e Social. Compreensão - Ser capaz de entender Textos, Jornais, Podcast, Vídeos e entre outros recursos de assuntos populares.
Goals	Lesson 01 - 25 - Elevator Pitch - Powerful statement for Job Interview - Learning about some Professions - Banking And Finance - Introduction to accounting vocabulary - Human Resources (HR) - Understanding the role of Human Resources - Meeting in Business - Engineering - Medical - Quarter Test - Small Avaliation General Topics - International trade - Writing a Professional Email - How to Ace a Job Interview - Discussion VS Argument - CURIOSITIES
Skills	Speaking: - Comunicação Passado, Presente, Futuro Simples e Contínuo. - Manter diálogos curtos (Presente Perfeito e Contínuo). Listening: - Entender perguntas e diálogos sobre trabalho, rotina etc... - Entender frases em músicas, filmes, podcasts, ted talk, etc... Reading: - Leitura de Textos, Jornais, Artigos e Informações em Inglês. Writing: - Escrever sentenças e textos mencionados no Basic I, II, Pre Intermediate e Intermediate.
Capabilities	Ao final da Lesson 24 o aluno será capaz de : - Entender uma ampla gama de textos exigentes, mais longos, e reconhecer o significado implícito. - Expressar-se quae que fluentemente e espontaneamente sem muita busca óbvia por expressões. - Usar o idioma de forma flexível e eficaz para fins sociais, acadêmicos e profissionais. - Pode produzir texto claro, bem estruturado e detalhado sobre assuntos complexos, mostrando um uso controlado de padrões organizacionais, conectores.

Level	
Advanced	
Material	English Pro
Target structures	Ser capaz de entender e usar: Comunicação - Desenvolver habilidades de comunicação Interpessoal Profissional. Compreensão - Ser capaz de entender Textos, Jornais, Podcast, Vídeos e entre outros recursos de assuntos populares.
Goals	Lesson 26 - 48 General Topics - Politics in the United States (Some vocabularies about politics) - Education System in The USA - The Higher Education System - KIMMING, SCANNING & SQ3R (Reading, Studying Techniques) - The TOEIC Listening and Reading Test Format - General Strategies For TOEFL Study - The International English Language Testing System (IELTS) - CPE (Cambridge English Proficiency)
Skills	Speaking: - Comunicação em Todos os tempos verbais com facilidade. Listening: - Entender perguntas e diálogos Sobre Trabalho, rotina etc... - Entender frases relacionadas a vida pessoal e Profissional em músicas, filmes, podcasts, ted talks, etc... Reading: - Leitura de Textos, Jornais, Artigos e Informações em Inglês. Writing: - Escrever sentenças, textos e artigos mencionados nos Tempos verbais do Basic ao Advanced.
Capabilities	Ao final da Lesson 24 o aluno será capaz de: - Entender uma ampla gama de textos exigentes, mais longos, e reconhecer o significado implícito. - Expressar-se quae que fluentemente e espontaneamente sem muita busca óbvia por expressões. - Usar o idioma de forma flexível e eficaz para fins sociais, acadêmicos e profissionais. - Pode produzir texto claro, bem estruturado e detalhado sobre assuntos complexos, mostrando um uso controlado de padrões organizacionais, conectores e dispositivos coesos.

UNIT 01 - BUSINESS – LESSON 01

ELEVATORPITCH

Do you know what an **ELEVATOR PITCH** is?

An elevator pitch, elevator speech, or elevator statement is a short description of an idea, product, or company which explains the concept in a way such that any listener can understand it in a short period of time.

This description typically explains for whom the thing is, what it does, why it is needed, and how it will be done.



When explaining an individual, the pitch generally describes one's skills and goals, and why they would be a productive and beneficial person to have on a team or within a company or project.

An elevator pitch can be used to entice an investor or executive in a company or to explain an idea to the founder's parents.. The goal is simply to convey the overall concept or topic in an exciting way. Unlike a sales pitch, there may not be a clear buyer– seller relationship.

The name 'elevator pitch' reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes.

Example of an elevator pitch

“Have you ever found English difficult to be learned? Well, Aliança América is here to introduce you a solution to this issue. My name is Helaman Fernandes and we’ve been teaching English since 2015 by delivering a method which implies speaking English fluently on a simple and fast way and also personalized classes. We have prepared students to take proficiency tests such as TOEFL, IELTS, TOEIC and so on. We also provide an opportunity for students to meet native speakers through advanced conversation classes.

Time is no longer a problem, since we’re flexible on schedule as well as on stages of learning. Our way of working is focusing on the needs of the students in order not to make them waste their time or money.

I’d love to schedule a presentation class so you can have a better idea of how it works and how English is the easiest language to learn.”

KEEP IT SHORT AND SWEET

Your elevator speech is a sales pitch. Be sure you can deliver your message in 60 seconds or less.

FOCUS ON THE ESSENTIALS

Say who you are, what you do, and what you want to achieve.

BE POSITIVE AND PERSUASIVE

Your time is limited. Focus on what you want to do, not what you don't want to do. Be upbeat and flexible.

PRACTICE, PRACTICE, PRACTICE

Deliver your speech to a friend or record it so that you can be sure your message is clear.



What not to say and do during your elevator pitch

Don't speak too fast. Yes, you only have a short time to convey a lot of information. But don't try to fix this dilemma by speaking quickly. This will only make it hard for listeners to absorb your message.

Avoid rambling. Therefore, it's very important to practice your elevator speech. While you don't want to over-rehearse and subsequently sound stilted, you also don't want to have unfocused or unclear sentences in your pitch or to get off-track.



Give the person you're talking to an opportunity to interject or respond.

Don't frown or speak in a monotone way. Here's one of the downsides to rehearsing it can leave you more focused on remembering the exact words you want to use, and less on how you're carrying yourself. Keep your energy level high, confident and enthusiastic. Modulate your voice to keep listeners interested, keep your facial expression friendly, and smile.

Don't restrict yourself to a single elevator pitch. Maybe you're interested in pursuing two fields — public relations and content strategy. Many of your communication skills will apply to both those fields, but you'll want to tailor your pitch depending on who you are speaking to. You may also want to have a more casual, personal pitch prepared for social settings.

Now, follow this 7- step process to create an effective and powerful elevator pitch:

Step 1 - Define who you are

Write one sentence about who you are.

Step 2 - Describe what you do

Use your mission statement and product/service listing as a guide and write 1-2 sentences about what you do every day in your business.

Step 3 - Identify your ideal clients/customers

Use your target audience description as a guide and write 1-2 sentences about who your ideal clients or customers are.

Step 4 - Explain what's unique and different about you and your business

Use your unique selling proposition (USP) as a guide, and write 1-2 sentences about what sets you apart from every other business owner who does what you do.

Step 5 - State what you want to happen next

Write 1-2 sentences that identify what you want your audience to do next.

Step 6 - Create an attention-grabbing hook

Write 1-2 sentences that pull in your audience and get them engaged in what you're about to say.

Step 7 - Put it all together

Combine the statements you drafted in the previous steps, putting 'Step 6' first. Then, add transitions and edit it until it sounds fluent and captures the most important informations.

Now it's your turn to create a powerful elevator pitch and impress your audience.

UNIT 01 - BUSINESS – LESSON 02

BANKING AND FINANCE

Opening a bank account

Teller - Hello, what can I do for you today?

Customer - Hi. I'd like to open an account.

Teller - Okay, can I have your ID and proof of address, please?

Customer - I've brought my passport with me, is that fine?

Teller - That's great, and do you have any proof of address, like a utility bill, for instance?

Customer - Yes, sure. I did bring my phone bill. Is that fine or do I have to get another kind of bill?

Teller - That should be fine. We can then open a checking account for you. Would you like us to open a savings account as well?

Customer - No, I don't think so. I'm here only for a few months. Just one question: does the account come with a credit card?

Teller - No, you'll get a debit card and a checkbook, but if you want a credit card, you'll have to apply for it separately.

Customer - Okay, that's fine. How long will it take to get everything done?

Teller - We can open the account today and your card will be sent to your address within five working days. Please, just fill in this form and sign right at the bottom.



There's not much bureaucracy to open a bank account abroad. You just have to take your ID and a proof of address to the bank and fill in the forms required. There are 2 types of bank accounts. One of them is the checking account or **current account**, which is an account to keep your money in the bank to be used at any time by credit cards, debit cards, transfers or even checks. You can also withdraw your money from ATM machines placed in many shops besides banks.

Vocabulary related to banking and finance

Bills or notes

When money is in its paper form, it is described as a 'note' is used in British English.

bill or a **note**. The word 'bill' is from American English and the word

Coins

Coins are money in the form of flat, round pieces of metal. Some people don't like to carry **coins** because they are a bit heavy.

Cash

Physical money in general is referred to as

cash. When you don't have any **cash**, you need to go to the bank.

Currency

The types of money used by different countries are called **currencies**. Examples of **currencies** are the dollar (\$), the pound (\$), the euro (€) and the real (R\$).

Bucks or quid

These are slang terms used to refer to money in the US and UK, respectively. Americans often say things like: "Can I borrow twenty bucks?" (i.e., dollars). A British person would say: "Do you have twenty quid?" (i.e., pounds).

Counterfeit

When money is not real, it is called **counterfeit**. If you come across **counterfeit** money, you should go to the police!

Denominations

Cash comes in different quantities. These amounts are called denominations. For example, dollar bills come in the following denominations - \$5, \$10, \$20, \$50 and \$100."

Credit card

A card that allows you to buy things and pay for them later.

Debit card

A card connected to your bank account that lets you buy things without using cash. The money is withdrawn immediately from your account.

Teller

A **teller** is a person who works for a bank and is responsible for interacting with customers. Tellers usually sit behind a counter, or sometimes behind a piece of glass. Sometimes you need to take a number from a queue number machine to speak to the teller.

When it is your turn, they will call you to speak to them.

Bank clerk

As a synonym for **teller**. The term **bank clerk** is more common in the UK.

Receptionist or Secretary

A receptionist or secretary may help you with simple tasks while you wait to speak to a teller or bank director.

Withdraw money

You can also use the expression "to make a withdrawal".

Direct deposit

If your job pays your salary directly to your account, you have what is called a 'direct deposit'. **Direct deposits are more convenient than depositing a check, and today they are the most common way for people to get paid.**

Loan

Money that you borrow from the bank. Common verbs used with 'loan' are "to apply for a loan", "to take out a loan" and "to pay off a loan". Students often take out **student loans** to pay for their education.

Mortgage

Money that you borrow from the bank to buy a house. Like with 'loan', we often say that you "apply for a mortgage", "take out a mortgage" and "pay off a mortgage".

Insurance

Something that you buy which protects you when you have an accident, get injured, suffer from a fire, or have some other kind of problem. Many people buy **travel insurance** when they go to other countries.

Fee
Money that the bank charges you to do something. For example, if you lose your **credit card** and need to get a replacement you might need to pay a **fee**.

Overdraft

If your account lets you take out more money than you really have, you have what's called an **overdraft**. An **overdraft** is helpful if you need to pay for something unexpectedly.

ATM or cash machine

A machine that lets you **withdraw** and **deposit** money. All you need to do is insert your **card** and type in your **PIN** (personal identification number). **ATM** and 'cash machine' are synonyms. **ATM is the word used in the US. Cash machine is the name used in the UK.**

Helpful expressions related to banking

You might want to ask the teller or secretary one of these questions:

- What is my balance?
- What is the interest rate?
- Can you print a copy of my statement?
- How do I apply for a loan/mortgage?

In the bank, the teller or secretary may ask you one of these questions:

- Are you being served?
- Can I see your ID?
- What is your account number?
- Please fill in this form.

UNIT 01 - BUSINESS – LESSON 03

ACCOUNTING

Introduction to accounting

When we consider the accounts team within a company, we generally think about **clerks**, both **sales ledger clerks** and **purchase ledger clerks** recording the financial information from all transactions the company makes. Other roles include the **payroll clerk** responsible for processing staff salaries and their respective taxes which occur from them. Higher up the hierarchy, we have the **management accountant** who finalizes the accounts and prepares the **annual financial statements**. The people doing these jobs make sure that the directors or owners of the company always know its true financial position.

However, accounting is more than just reporting financial data. A good accounts team works to save the company money by minimizing the taxes that need to be paid and delaying payments so companies can earn interest from their banks. These job roles are not so clear in smaller accounting practices, where the accounting staff often need to perform various tasks from meeting clients to helping with loan applications. Often the majority of the work in these smaller practices is done by **bookkeepers**. Generally, the owner of the practice is the most senior accountant and is usually a chartered accountant, which means that their signature is accepted on the financial statements.

The job opportunities for accountants don't stop there - **auditors** are the police of the accounting world and when they are called into a company it is their job to ensure that the accounts were done in the correct way and that everything was accounted for. The most feared of these auditors are the government auditors who are sent to companies suspected of somehow breaking the rules. Working as an auditor is very different from other accountancy work as there is no routine. You work at many locations and have contact with many people. Despite that, you should be thick-skinned, as often the accounting staff in companies do not like the idea of being audited.

Career progression within accountancy often results from a specialist knowledge in a particular area. For example, tax advisors can help their clients lower their tax bills thanks to their in-depth knowledge of taxation law and specifically what a client can offset against tax.

As you can see, the world of accountancy offers various careers, but in all these fields there are some qualities that a potential accountant should have. Firstly, as accounting is the process of collecting and classifying financial data, all accountants need to be perfectionists unwilling to accept anything less than an exact result. Also, as accountants deal with large volumes of data, they need to have a good eye for detail and a real love for numbers.

Talented accountants will also be able to advise their clients on the best course of action to take to save money and at the same time stay within the **local accounting standards**.

Accountants have to follow very strict rules and **codes of conduct** to make sure that they do everything in a legal way. If an accountant breaks these rules they could face severe punishment, but some accountants practice **creative accounting** to get around rules without breaking them. **Confidentiality is obligatory for all people working with accounts as the financial data can be very sensitive.**

Whether working in the public or private sector, accountants can expect to earn very good salaries and also gain valuable knowledge on topics like income taxes, value-added taxes (VAT), and pension schemes, which can help them in their life outside of work. Moreover, as accounting is such an important part of a company's success, there will always be a demand for good accountants.

Now, write T for true or F for false in the sentences below based on the text you've just read:

1 Annual financial statements need to be done according to local accounting standards and signed by a chartered accountant.

2 Bookkeepers and tax advisors are usually part of the management accountant team.

3 Especially auditors need to follow the code of conduct and adhere to strict confidentiality.

4 Auditors need to follow the code of conduct and adhere to strict confidentiality.

Danny - Hey, Peter! I need to write a paper on taxes for university. Can you help me? I already know the government takes taxes from people's salaries and wages, which are called income taxes.

Peter - Of course, I can help you! First of all, it's not just from your salary and wage that the government takes income taxes, it's from all of your income or earnings.

Danny - So, when you make money from stock or share dividends, by renting a house, or from the interest you receive from your savings in the bank, the government takes income taxes from those as well.

Peter - Oh, I didn't know that. Are there any other taxes I have to pay because of my salary?

Peter - Yes. Here in the US, the government also taxes your salary to pay for your pension with another tax called the social security tax when they are 65 or over called the Medicare tax or just Medicare. But, unlike the social security tax, the Medicare tax is taken from both a person's salary and wage "and from the income, they make from investments and savings.

Danny - Just like the income tax?

Peter - Yes, it's very similar.

- You are also taxed when you buy things (like a computer, cookies, DVDs, etc.) or use some types of services (like using a taxi, eating in a restaurant, etc.). This tax is called the sales tax. The percentage you pay in sales taxes depends on the state, or even the city or county you are buying it in and the type of product or service it is. Different products and services have different sales tax rates, and in some states, there are no sales taxes on certain products.

Danny - So many taxes. I have also heard about direct taxes. What are those?

Peter - Direct taxes are all taxes that come directly from your income, earnings, or the ones you have to pay for owning assets (like owning a house). So, income tax is a type of direct tax, because the government takes money directly from your salary and income.

Danny - I also know that companies pay taxes on their profit. Is that a direct or indirect tax?

Peter - The tax on a company's profits is called the corporate tax. And because the government takes the tax directly from the company, it's a direct tax.

Danny - Are there any other taxes that companies have to pay?

Peter - Yes, there are. Some companies have to pay a tax for each product or quantity of products they produce to be sold Or sell. This tax is called an excise tax.

Danny - Why only some companies?

Peter - Because the government only places an excise tax on some types of products. Here in America, there is an excise tax on the sale of tobacco, alcohol, and gasoline, but not on food, books, or clothes.

Danny - What other types of taxes are there?

Peter - There are lots, but one of the most important is the capital gains tax. This is a tax on any profit a person or a company makes from actually selling something they own. For example, if you sell your business or stocks and shares, the tax on the profit you make is called capital gains tax.

Danny - I heard that if somebody gives you money or property after they die, the government even taxes

that!

Peter - Yes, they do. It's called estate tax. So it's better to give your children money or property before you die.

Danny - Are there any more taxes?

Peter - Lots more. There is also a kind of tax you pay to the council of the city or county for owning property (e.g., a house, office, shop, factory, land, etc.). It's called the property tax and you have to pay it every year. The higher the value of the property, the higher the amount of property tax you will have to pay.

BALANCE SHEET TERMS IN ENGLISH

A balance sheet is an accountant's statement which details the income and spending of an organization within a fixed time. This is a critical tool in accountancy to understand businesses' assets and liabilities.

1. Account payable

Money that is owed by the business to its suppliers. This is shown up as a liability on the balance sheet.

2. Accounts receivable

Money that is owed to the business by its customers. This is for goods or services that have been delivered but have not yet been paid.

3. Assets

Resources that a company or person owns that have a monetary value. These come in the form of tangible assets (typically physical assets owned by the company, such as property, equipment, and land) and intangible assets (assets not physical in nature, such as patents, copyright, goodwill, and trademarks).

4. Book value

The total value of a business's assets is found on the balance sheet. This number represents the total value of all of the assets a company owns if they are liquidated (sold in exchange for cash).

5. Equity

The remaining value of a company after all liabilities have been subtracted. Equity is the portion of a company owned by its investors and shareholders. It can be calculated as "assets - liabilities".

6. Inventory

Inventory' represents the company's goods that remain unsold to its customers. Inventory management is typically done within three stages of production: raw goods, in-progress goods, and goods that are ready for sale.

7. Liabilities

Any debts that a company has yet to pay. Whereas accounts payable is money owed only to suppliers, liabilities can include money that a business also owes to staff, as well as loans, mortgages, and bonds.

8. 8. Cost of goods sold

The cost of production for the goods sold by a company. This number includes labor costs and the raw materials used to create the goods. Indirect expenses such as the transport of goods are excluded from this cost.

9. Depreciation

Depreciation is the value an asset loses over time. Depreciation commonly happens when physical assets break or wear out, such as when an office computer gets damaged, a machine breaks down, or a building starts to decay. The land is the only physical asset that appreciates (increases in value) over time.

10. Expenses

Expenses are money spent by a business to generate revenue. Expenses are the sum of all activities that a business is doing to try to reach a profit. These are split into fixed expenses – set amounts that a business has to pay regularly (rent, salaries, wages) – and variable expenses, which might cost more or less depending on external factors (advertising, commission, utility bills).

11. Gross profit

The total amount of profit a company makes after subtracting the costs associated with making and selling its products. When the gross profit is calculated, the costs of overheads like rent, travel costs, and advertising are not subtracted.

12. Net income

The amount that is earned by a business in profits, after all, costs are deducted. It is calculated by taking the revenue and subtracting all of the expenses within a period of time, including overheads, depreciation, and taxes.

13. Revenue (Sales)

The income a business makes from its activities, before subtracting any expenses. This usually comes in the form of sales and services to customers. Revenue is also referred to as “sales” or “turnover”.

14. Cash flow

Measures how much money is moving into and out of a business during a period of time. A company will create more value for its shareholders by generating positive, long-term cash flow. A company will create negative cash flow by spending more money than it makes over a specific period of time.

15. Credit

When used as a noun, 'credit' means a sum of money received by a business. It is listed in the right-hand column of an account. A company's credits and debits will always equal each other, ensuring the balance sheet and income statement are always in balance and accurately reflecting the income, expenses, assets, liabilities, and equity within a business.

16. Debit

When used as a noun, 'debit' means a sum of money owed by a business. It is listed on the left-hand column of an account. An example of a debit is the purchase of a new computer, which is an additional asset.

17. Diversification

A technique of allocating resources and investing time, money, and energy into different activities. For example, a company may decide to diversify by expanding into new markets or producing new products.

18. Fixed cost

Business costs that remain the same, no matter the number of goods produced. Examples of fixed costs include rent, Salaries and certain taxes.

19. Forecasting

The act of using past data to predict future costs, growth, and financial trends. Businesses use forecasting to help them plan for upcoming expenses and decide how to allocate their budget within a set period of time.

20. Interest

Interest is a fee for borrowing an asset. It can be considered an expense to the borrower and income to the lender. Interest is essentially compensation for the asset or service that is lent. This number is usually calculated as a percentage of the amount of money borrowed, and it is added to the cost of future repayments.

21. Liquidity

The ability to get your hands on money, whenever it is required. Cash and Savings are liquid assets because they can easily be changed back into cash very quickly. Non Liquid assets include property and machinery, which cannot be changed into cash quickly.

22. Overhead

A consistent cost of running a business. 'Overheads', or 'overhead costs', are the expenses of running a business that does not include creating or producing a product or service. They are all of the costs on the income statement except for direct labor, direct materials, and direct expenses. Overheads include the cost of renting a shop, business insurance, and marketing.

23. Payroll

The total amount of money to be paid to a company's employees in the form of wages, salaries, and bonuses. Payroll can also refer to a company's records of previous payments made to employees.

24. Return on investment

Return on investment is a term used to discuss the ability of a made investment to generate income for a business. ROI is the most common measure of financial performance for a business. Although the exact calculation varies depending on the context, one thing is constant: a project or investment with a higher ROI is always better.

25. Variable cost

Business costs that increase or decrease depending on the volume of a company's sales or production. Examples of variable costs include the costs of raw materials and product packaging.

UNIT 01 - BUSINESS – LESSON 04

HUMANRESOURCES - (HR)

Understanding the role of human resources

When businesses have plans to improve themselves, or simply have a vacancy, the director usually calls in a specialist to find new talents. That specialist is the HR – or Human Resources – director.

HR staff swing into action and start the search for interested recruits. Recruiting is a huge part of making great teams. From the group of wannabes, HR staff use their knowledge and experience to find the best person for the job.

HR Directors are a vital link in the company's overall structure, making sure that the workers match the company's purpose. But human resources staff do much more than finding stars for the team. They provide expert advice to directors about how they can improve their team's performance and suggest training options to optimize staff potential.

HR staff also monitor well-being, address grievances, look after safety needs, and sometimes act as intermediaries in a conflict. Both sides need HR when differences arise.

And, most importantly, they make sure people get paid fairly. They then follow up to make sure that when job requirements change so does the pay.

Keeping capable staff saves time and money in the long run, so HR directors play a big part in staff retention. In a big company, helping people along a successful career path is part of this responsibility.

HR directors can make a big difference when they connect with the right people. They help shape the business by facilitating change, and everyone benefits from it.

HR experts are employed all over the world, which allows for great overseas employment opportunities

Below, you'll learn some phrases and vocabulary regarding HR which are really important to know nowadays.

1. Apply for a job

To apply for a job involves putting in (submitting) an application for an available job position.

2. Fill a vacancy

The phrase "to fill a vacancy" simply means to hire or employ someone for an available job position.

3. Take up/accept an offer

If a candidate (person applying for a job) agrees to take up or accept an offer, it means they accept the job that the company is offering them.

4. Turn down/decline an offer

If, however, the candidate decides not to accept the job that the company is offering them, they will decline or turn down the offer.

5. Set up an interview

After shortlisting (selecting) a few suitable candidates from the pool of job applicants, HR will then set up an interview with each of them. Setting up an interview involves contacting the candidates and arranging a specific time to interview them.

6. Have a promising career

If someone is said to have a promising career, it means they're showing signs of a successful future in their career (professional life).

7. Resign from a job

If you resign from your job, you're leaving your current job position and will no longer be working for the company. You may also use a less formal phrase – "quit your job" – to mean the same thing.

8. Work from home

These days, many companies offer their employees the option to work from home. To work from home simply means that instead of going to the office to perform your job, you work in your own home during a certain period of time.

9. Take time off

If you take time off, you ask your employer (the company that you work for) for permission not to work for a certain period of time. This may be to go on vacation, recover from an illness, etc.

10. Renew (someone's) contract

To renew your contract means to extend the period of your employment contract with your company. In this situation, your company is also renewing your contract by agreeing to continue employing you.

11. Terminate (someone's) contract

The opposite of renewing your contract would be to terminate your contract, which basically means ending the employment contract you have with your company. Again, this is something that can be done either by an employee or an employer.

12. Give notice

If you give notice to your employer, you're informing them officially of your intention to resign or leave the company. If, on the other hand, your company gives you notice, then they're informing you officially that they're terminating your employment.

Learn the names of occupations and jobs to improve and increase your vocabulary in English:

"Train conductor
Nurse
Electrician
Doctor
Businessman
Student
Surgeon
Doorman
Secretary
Soldier
Repairman
Scientist
Reporter

Construction
worker
Professor"

"Pilot
Catholic nun
Painter
Mechanic
Magician
Lifeguard
Lunchroom
supervisor
Clown
Housekeeper
Gardener
Teacher
Footballer
Forest ranger
Builder
Foreman"

Engineer
Carpenter
Architect
Plumber
Cameraman
Detective
Journalist
Housewife

Diver
Pope
Priest
Salesman
Librarian
Tailor
Singer

PRACTICE THE CONVERSATION

Director - Jennifer, we increased our production this month, so we need to hire more workers to meet the deadline.

Secretary - Ok, Mr. Paul. I'll ask our HR department to provide more workers ASAP. How much will the payment be? We need to establish the **wage** in order to be more accurate on the information.

Director - The wage is according to what the HR department established.

Secretary - And how many vacancies you're willing to fill?

Director - You can tell them to hire at least 15 workers. Our sales are improving quickly, and I don't want to **let our customers down**.

Secretary - Yes, sir. One more question: will there be a need for overtime hours to meet the deadline?

Director - According to our production director, there won't be a need for it.



UNIT 01 - QUARTER TEST I

BUSINESS

A- Choose the right answer to each sentence/question:

- 1- What is the name of the loan to buy a house?
a) Personal loan b) Home equity loan c) Mortgage
- 2- What is called the piece of metal you use to pay for things?
a) Cash b) Bill c) Coin
- 3- If you want to put money in the bank to earn interest and save it, you need to open a...
a) personal account b) savings account c) current account
- 4- When you take money out of your account through an ATM or with a teller, you...
a) steal b) pull-out c) make a withdrawal
- 5- What do you call the professional who takes care of a company's financial situation and taxes?
a) Director b) President c) Accountant
- 6- A document which summarizes the assets, liabilities and equity of a business entity at a given time.
a) Bank statement b) Balance sheet c) Book balance
- 7- When you need to track down your performance in the company, you have to go through a...
a) record b) notebook c) spreadsheet
- 8- When you turn down a job, you...
a) accept an offer b) apply for a job c) decline an offer
- 9- What does 'to employ' mean?
a) To hire b) To fire c) To fight
- 10- Which department is responsible for hiring the staff of a company?
a) Management b) Human resources c) Financial



B- Answer the questions below:

1- What is the meaning of 'forecasting'?

2- Explain in your own words what 'income tax' is:

3- What does the expression 'to give notice' mean?

4- What is the name given to the expenses of running a business that do not include creating or producing a product or service?

5- Explain in your own words what an elevator pitch is:



UNIT 01 - BUSINESS – LESSON 05

ENGINEERING

What is Engineering? Types of Engineering

Engineering is the application of science and math to solve problems. Engineers figure out how things work and find practical uses for scientific discoveries. Scientists and inventors often get the credit for innovations that advance the human condition, but engineers are the ones instrumental in making those innovations available to the world.

The history of engineering is part and parcel of the history of human civilization. The Pyramids of Giza, Stonehenge, the Parthenon, and the Eiffel Tower stand today as monuments to our heritage of engineering. Today's engineers not only build huge structures, such as the International Space Station, but they are also building machines to map the human genome and better, smaller computer chips.

What does an engineer do?

Engineers design, evaluate, develop, test, modify, install, inspect and maintain a wide variety of products and systems. They also recommend and specify materials and processes, supervise manufacturing and construction, conduct failure analysis, provide consulting services and teach engineering courses in colleges and universities.

The field of engineering is divided into a large number of specialty areas:

Mechanical engineering involves the design, manufacturing, inspection, and maintenance of machinery, equipment, and components, as well as control systems and instruments for monitoring their status and performance. This includes vehicles, construction and farm machinery, industrial installations, and a wide variety of tools and devices.

Electrical engineering involves the design, testing, manufacturing, construction, control, monitoring, and inspection of electrical and electronic devices, machinery, and systems. These systems vary in scale from microscopic circuits to national power generation and transmission systems.

Civil engineering involves the design, construction, maintenance, and inspection of large infrastructure projects such as highways, railroads, bridges, tunnels, dams, and airports.

Aerospace engineering involves the design, manufacturing, and testing of aircraft and spacecraft as well as parts and components such as airframes, power plants, control and guidance systems, electrical and electronic systems, and communication and navigation systems.

Nuclear engineering involves the design, manufacturing, construction, operation, and testing of equipment systems and processes involving the production, control, and detection of nuclear radiation.

Structural engineering involves the design, construction, and inspection of load-bearing structures, such as large commercial buildings, bridges, and industrial infrastructure.

Biomedical engineering is the practice of designing systems, equipment, and devices for use in the practice of medicine. It also involves working closely with medical practitioners, including doctors, nurses, technicians, therapists, and researchers in order to determine, understand and meet their requirements for systems, equipment, and devices.

Computer engineering is the practice of designing computer hardware components, computer systems, networks, and computer software.

Industrial engineering is the practice of designing and optimizing facilities, equipment, systems, and processes for manufacturing, material processing, and any number of other industrial work environments.

Environmental engineering is the practice of preventing, reducing, and eliminating sources of pollution that affect air, water, and land. It also involves detecting and measuring pollution levels, determining sources of pollution, cleaning up and rehabilitating polluted sites, and ensuring compliance with local, state, and federal regulations.

PRACTICE THE CONVERSATION

Practicethisconversation betweentwo environmentalengineerscomparingsteel and aluminium car bodywork from an ecological perspective

- JESSY** -Our goal here in this meeting is to decide between steel or aluminium for our cars' bodywork.
- CARL** -Great. Let's start with the pre-use considerations, then. What do you have to say about it?
- JESSY** -Well, I know it takes a lot of energy to produce aluminium when compared with steel because aluminium is extracted by electrolysis.
- CARL** -That's true. So, steel is seemingly better.
- JESSY** -I think so, yeah... but hang on a minute! With aluminium, it depends on how much of it is derived from ore, and how much is recovered from recycled material. As far as I know, recycling aluminium takes less energy. So I'm not really sure now.
- CARL** -Presumably, it'll be mixed, won't it? For a given batch, there'll be so much new material, and so much recycled material.
- JESSY** -Probably, yeah. OK, so that needs to be researched, then.
- CARL** -Is the car bodywork galvanized when it's made from steel?
- JESSY** -Um... good question. I'm not sure.
- CARL** -If it is, if it has to be coated with zinc, then that would take extra material and extra energy. So that's an important consideration.
- JESSY** -Mm, true. OK, so that's another question to note.
- CARL** -Then there's the energy consumed when they're transporting bulk metal to the car plant.
- JESSY** -Presumably it'll be mixed, won't it? For a given batch, there'll be so much new material, and so much recycled material.
- CARL** - Probably, yeah. Ok, so that needs further research, then.
- JESSY** -So, off to the next topic: is car bodywork galvanized when it's made from steel?
- CARL** - Hmm... good question. I'm not sure.
- JESSY** -If it is if it has to be coated with zinc. That would then take extra material and extra energy. So that's an important consideration.
- CARL** -Hmm, true. That's another matter to examine.
- JESSY** -Then there's the energy consumed when they're transporting bulk metal to the car factory.
- CARL** -I suppose aluminium takes less energy to transport since it's lighter.
- JESSY** -Ok. What about manufacturing?
- CARL** -Well, aluminium would be lighter to handle, wouldn't it? It probably takes less energy to be cut, as well.
- JESSY** -I'm just not sure whether it takes less energy to weld when compared with steel.
- CARL** -Good point. It's another thing we should check out.
- JESSY** -Hmm, what do you think about the in-use, then? I assume aluminium is better because it's lighter, so you consume less fuel.
- CARL** -I agree. And it should last longer, as well.
- JESSY** -Is that an environmental consideration, though?
- CARL** -Well, of course, because if things last longer, they need to be manufactured less often. So you use less energy.

Tools



Screw



Screwdriver



Hammer



Nails



Pliers



Drill



Saw



Wrenches



Ladder



UNIT 01 - BUSINESS – LESSON 06

MEDICAL

The Human Body

Adapted extract from "Anatomy course lecture"

Welcome to today's lecture. Last week we looked at the respiratory system and how the lungs separate oxygen from other gases which we breathe. Today, we will be looking at the co-dependence between three of the body's most important systems: the central nervous system (CNS), the cardiovascular system, and the digestive system.

The nervous system can be divided into two parts: the central nervous system and the peripheral nervous system. The central nervous system is comprised of the brain and the spinal cord and is responsible for processing the information which is sent to or received from the peripheral nervous system, which is made up of the body's nerves. The brain processes information while the spinal cord acts as a delivery system for the information and electrical impulses.

Information transmitted through the central nervous system tells our bodies how to react in a certain situation, such as when we want to take a step, the brain tells our knee joint to bend, or when we touch something hot, we receive information giving us a burning sensation. The CNS also sends information about infections so that the appropriate organ (e.g., the spleen) can help fight certain types of bacteria. It is a common misconception to think that the brain is the largest organ in the human body, when in fact it comes in as the third-largest after the skin and the liver, respectively.

The central nervous system also controls the second system we're going to learn, the cardiovascular system (also known as the circulatory system), which delivers blood and oxygen to the various parts of the body. The relationship between these two systems is quite complicated as each affects the other. If we take the heart for an example, which is a key organ in the cardiovascular system, we can say that it feeds the brain such as the CNS with oxygen and blood, but at the same time, the brain controls the heart by telling it how often to beat.

In fact, the cardiovascular system is not only responsible for delivering blood and oxygen, but also for transporting nutrients, hormones, and waste throughout the body. All of these are carried in the blood, of which an average adult has about 5 liters. The heart acts as a pump that circulates blood through the arteries, capillaries, and veins. It is interesting to note that if these were laid end-to-end, the estimated length would be 100,000 km.

Our next system, the digestive system, is closely linked to the cardiovascular system as, on one hand, it requires about 30% of all cardiac output. On the other hand, the digestive system separates nutrients from food before they can be distributed via the cardiovascular system. Thus, as with the relationship between the CNS and the cardiovascular system, each system needs the other to work.

When thinking about the digestive system, the first organ that comes to mind is usually the stomach, but surprisingly, this is not the largest organ in this system. That is the liver, which is actually the largest solid organ in the body. The liver performs several functions among which are cleaning the blood, producing digestive liquids (bile), and storing sugar. Again, we can see examples of cross-system relationships here.

As well as the liver and stomach, the digestive system is also made up of the pancreas and the intestine. The pancreas, like the liver, aids in the digestion of food. After food has passed through the stomach and has been ground into tiny pieces, it enters the small intestine, where the bile is added and the nutrients are extracted from the food. Waste products then move further down the large intestine. Now, don't forget to join me next week when we will examine the tonsils and other glands.

Write T (true) or F (false) for each sentence according to the text:

The pancreas and the intestine are part of the digestive system. _____

Nerves are the main part of the CNS, which comprises the brain and spinal cord. _____

Lungs and joints are the most important organs of the respiratory system. _____

THE HUMAN BODY - VOCABULARY

Artery

A blood vessel that carries blood away from the heart.

Bile

A bitter fluid that helps with digestion.

Blood

The fluid that carries oxygen and other elements to the tissues and carbon dioxide away from the tissues via the heart and vascular system.

Brain

The mass of nerve tissue is located in the head of animals with spinal cords. It is the center of thought and controls movement.

Cardiovascular system

The system of organs and tissues involved in circulating blood and lymph throughout the body.

CNS (central nervous system)

The part of the nervous system which comprises the brain and the spinal cord.

Digestive system

The group of organs that processes food to make its nutrients available to the body.

Gland

An organ or group of cells that secretes substances inside or outside the body.

Heart

The organ that controls the blood flow in the body.

Intestine

The portion of the alimentary canal extending from the stomach to the anus.

Joint

A movable or fixed place or the part where two bones or elements of a skeleton are joined.

Liver

An organ in the body that secretes bile to help digest carbohydrates, fats, and proteins.

Lungs

A pair of organs in which oxygen from the air that is transferred into the blood and carbon dioxide from the blood is transferred to the air.

Nerve

A fiber that is part of a system that conveys impulses of sensation, and motion, between the brain or spinal cord and other parts of the body.

Pancreas

This organ both regulates insulin levels and secretes enzymes to break down carbohydrates, proteins, and lipids.

Respiratory system

The set of organs that allows a person to breathe and exchange oxygen and carbon dioxide in the lungs.

Spinal cord

The thick column of nerve tissue that extends from the base of the brain to about two-thirds of the way down the backbone.

Spleen

An organ near the stomach that has various roles in purifying and storing the blood

Tonsil

Either of a pair of oval masses of lymphoid tissue, one on each side of the throat at the back of the mouth.

Vein

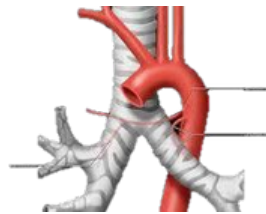
A blood vessel that carries blood back to the heart.

Symptom – A physical or mental change to the body that is caused by illness.

To catch a cold – To get a cold.

Chesty cough – A cough caused by mucus in the lungs.

Runny nose – A nose that has mucus coming out of it.



UNIT 01 - BUSINESS – LESSON 07

INTERNATIONAL TRADE

Imports and Exports

A product that is sold to the global market is called an export, and a product that is bought from the global market is an import. Imports and exports are accounted for in the current account section in a country's balance of payments.

Global trade allows wealthy countries to use their resources — for example, labor, technology, or capital — more efficiently. Different countries are endowed with different assets and natural resources: land, labor, capital, technology, etc. This allows some countries to produce the same good more efficiently. In other words, more quickly and at lower cost. Therefore, they may sell it more cheaply than other countries. If a country cannot efficiently produce an item, it can obtain it by trading with another country that can. This is known as specialization in international trade.

For example, England and Portugal have historically both benefited by specializing and trading according to their comparative advantages. Portugal has plentiful vineyards and can make wine at a low cost, while England is able to more cheaply manufacture cloth given its pastures are full of sheep. Each country would eventually recognize these facts and stop attempting to make the product that was more costly to generate domestically in favor of engaging in trade. Indeed, over time, England stopped producing wine, and Portugal stopped manufacturing cloth. Both countries saw that it was to their advantage to stop their efforts at producing these items at home and, instead, to trade with each other in order to acquire them.

Advantages of Importing and Exporting

- It is one of the simplest routes for entering the global trade. Importing and exporting generate huge employment opportunities.
- It requires less investment in terms of time and money when contrasted with other methods of entering the global trade.
- It is comparatively less risky when compared with different routes of entering international business.
- As no nation can be 100% self-sufficient, importing and exporting are very crucial for the functioning and growth of any nation.
- It can help countries to access the best technologies available and best products and services in the world.
- It gives better control over the trade than setting up a market, and the risk is considerably low.

Limitations of Importing and Exporting

- It includes extra packaging, transportation and protection and insurance costs, which builds up the total cost of items.
- Exporting isn't doable in the event that the foreign nation prohibits importation.
- Domestic organizations which are closer to the client could serve them better than firms outside their national borders.
- Merchandises are subject to quality standards. Any low-grade merchandise which is exported will result in bad reputation and bad remarks on countries.
- Obtaining licenses and documentation for foreign trade is a difficult and frustrating task.
- If you are not careful, you can lose grip on the domestic market and its existing customers.

Incoterms - Extract from en.wikipedia.org/wiki/Incoterms

The Incoterms or International Commercial Terms are a series of predefined commercial terms published by the International Chamber of Commerce (ICC) relating to international commercial law. They are widely used in international commercial transactions or procurement processes and their use is encouraged by trade councils, courts and international lawyers. A series of three-letter trade terms related to common contractual sales practices, the Incoterms rules are intended primarily to clearly communicate the tasks, costs, and risks associated with the global or international transportation and delivery of goods. Incoterms inform sales contracts defining respective obligations, costs, and risks involved in the delivery of goods from the seller to the buyer, but they do not themselves conclude a contract, determine the price payable, currency or credit terms, govern contract law or define where title to goods transfers.

The Incoterms rules are accepted by governments, legal authorities, and practitioners worldwide for the interpretation of most commonly used terms in international trade. They are intended to reduce or remove altogether uncertainties arising from the differing interpretations of the rules in different countries. As such they are regularly incorporated into sales contracts worldwide.

There are many terms related to the importing and exporting business that you must know in order to get business done properly.

Below there are some important terms used:

- **To export:** to send products or services to another country for sale.
- **To import:** to bring products or services into a country from abroad for sale.
- **Waybill:** a list of passengers or goods being carried on a vehicle.
- **Freight:** goods transported by truck, train, ship, or aircraft cargo.
- **Bill of lading:** a list of a shipment of goods in the form of a receipt, like a waybill.
- **CFR:** Cost and Freight.
- **CIF:** Cost, Insurance and Freight.
- **Cargo:** goods carried on a ship, aircraft, or motor vehicle.
- **Certificate of origin** a document which shows the origin of the goods.
- **Container:** a very large metal box which holds goods for transport.
- **Customs:** the official department that collects taxes or duties on imported goods.
- **To declare:** to make a statement of taxable goods.
- **FAS:** Free Alongside Ship.
- **FOB:** Free On Board.
- **Irrevocable:** irreversible, unalterable.
- **Letter of credit:** a letter issued by a bank to another bank which authorizes a person to draw money.
- **Merchandise:** things that are bought and sold, commodities.
- **Pro forma invoice:** an invoice which is sent to a customer to ask for payment.
- **Quay:** a platform for loading and unloading ships.
- **To ship:** to send or transport by land, sea or air.
- **Shipment:** goods that are sent or transported by land, sea or air.
- **Shipping agent:** an agent in a port who transacts or supervises business regarding shipments.
- **Ad valorem:** according to value.
- **To arbitrage :** to buy foreign exchange, stocks, etc. and selling them in another market at higher prices.
- **To barter:** to exchange goods or services for other goods or services without using money.
- **Dumping:** selling goods in another country so cheaply that companies in that country cannot compete fairly.
- **Exchange rate:** the value of one currency for the purpose of conversion to another.
- **Free-trade zone:** a special place of business that isn't limited by the usual rules and taxes.
- **Gross weight:** the full weight of a product including goods, container and packaging.
- **Quota:** a limited or fixed amount of a product that a country permits to be imported without restriction.
- **Tare weight:** the weight of a vehicle or container without the goods in it.



TIPS ON HOW TO DO BUSINESS ABROAD

When dealing with customers worldwide, you must follow some important tips in order to provide the right action upon the country's culture, manners and etiquettes. Here is some advice you should take in consideration when importing or exporting goods.

Some of us who are lucky enough to work in international trade actually sought out these positions because we are fascinated by other cultures and traditions like these. We want to be a part of the global enterprise machine. With this in mind, we wanted to share some fun facts about other business cultures from some of our main trading partners around the world:

Hong Kong/China

When conducting business over a meal, be prepared to eat (and drink) as much as the host. Do not be surprised if people ask many personal questions like age, marital status, children, etc.

Pakistan

In general, Pakistanis have an open-door policy, even when in a meeting. This means there may be frequent interruptions. Other people may wander into the room and start a different discussion. Business meetings start after prolonged inquiries about health, family, etc. Never inquire about a colleague's wife or daughters.

France

In France, the safeguarding of personal privacy is very important. The French attach great importance to style and fashion; elegance is therefore always admired. Do not use the 'okay' sign (a circle made with the index finger and the thumb), since it's considered as 'zero' or 'worthless'.

Germany

Small talk is usually kept after business hours. During meetings, German managers follow the agenda rigorously; the goal of almost every meeting is to achieve results and not to have/start a general discussion. The display of affection in public is not common, especially not in a business environment.

Italy

Italians, like most of people from Southern Europe, are focused on relationships. They usually prefer to establish an informal friendly relationship before getting down to business. Italians attach importance to verbal commitments and the final contract can be based on past informal agreements. Handshakes are common and should be firm but not too long. In the case of a friendly relationship, a kiss on both cheeks is common as well.

Norway

When presenting oneself, be sure not to appear too overconfident or self-promoting. A cornerstone of Norwegian culture is egalitarianism, embodied in what is called "Jante's Law". Jante's Law teaches people to be modest and humble. This is seen through most people's refusal to criticize others and an awareness not to flaunt their wealth or financial achievements.

Turkey

They like to be close when they speak; stepping back can be considered impolite. The first meetings are usually formal, but small talk is welcome at the beginning of a meeting. The negotiation process may take longer than usual and several meetings may take place before a decision is made. Turkish businessmen don't like to feel pressured or rushed. Turkish businessmen like to work with people they can trust, people they feel comfortable working with and that can guarantee them a long-term relationship. If they feel that you are hiding something, you'll probably be rejected.

Latin America

"Personal space" in the American sense is not regularly recognized. Touching while communicating is acceptable, especially when first greeting and saying goodbye. Relationship trust is important, so the first topics to be covered should always be family, sports, etc. Pointing with your finger at someone is considered very rude. Discussing business immediately or bringing it up if you are not the host is considered rude.

Brazil

Business life in northern Brazil is much more laid back than in southern Brazil. In the North, it can take months to finalize a deal. In the South, German roots are much more prevalent. Businesses frequently get closed over lunch or dinner. Customers and partners appreciate it if you bring a gift from your country. Knowing a few sentences in Portuguese can win the customer as well. They will see your efforts and can take this into consideration when closing a business deal.

Russia

It is considered rude to stand with your hands in your pockets.



UNIT 01 - BUSINESS – LESSON 08

WRITING A PROFESSIONAL EMAIL

How many professional emails do you write every day? Depending on your position, you may write many emails daily and it's important to keep them very professional.

In order to make a better impression on the message recipient, you must follow some writing patterns. This lesson was prepared to teach you how to write these emails in a very professional way. Here are the key components your message should contain:

1. Subject line

This is a crucial part of your email which defines if a person actually opens it. A good subject line informs a recipient what the email is about and why they should read it. Try to make your subject line clear, specific, and straight to the point. For example: *"Prices impacted by the lack of labor in the area"*
"Cost breakdown will determine a review of amount of food sent over"

2. Email greeting

How to start a professional email? At the beginning of your email, greet the person by their name. Depending on the level of formality, your salutations may vary from a simple "Hi" to an official "Dear Mr./Ms./Dr./Professor..." For the most formal occasions, use a colon instead of a comma after the salutation. For example, "Dear Ms. Smith:" For example:

"Dear Ms. Smith:"

"Hello, David,"

"Hello, Mr. David,"

"Dear David,"

"Dear Mr. David:"

Avoid using informal greetings like "Hi", "How's it going?", "What's going on?", etc.

3. E-mail body

Always devote one email to one topic. For example, you may need your customer to review all the shipment reports and discuss the taxation strategy and the amount of goods. This is too much information for a single email! It's better to send two separate messages, one for each subject, making it easy for a person to answer. This way, you're more likely to get a fast reply.

Value the reader's time. Provide a recipient with any additional information they need to reply. At the same time, try to keep your email short and simple, and don't overload it with extra details. Remember that emails aren't the best place for a lengthy discussion.

Make your email easy to read. Break your message into paragraphs and take advantage of headings and lists. Where it's appropriate, emphasize the key information with bold or italics, just don't overdo it. Your goal is to make your email as structured and easy to skim as possible.

4. Formal email closing

The formal email closing tells a recipient what's next. If you want them to do something, include a clear and specific call to action. If you're just wrapping up the discussion you've previously had, end your email on a friendly note to show a reader you're willing to keep in touch with them. For example:

"I look forward to hearing from you."

"Should you have further queries, do not hesitate to contact me."

5. Signature

Here are some professional phrases you can use to sign off your email:

Sincerely, Best
regards, Best,
Yours truly,

"Respectfully,
Kind regards,
Thanks again,"

Next, put your name and contact details. If you're writing on behalf of a company or organization, include this information in your signature as well.

EMAIL SAMPLES

~~Check below some examples of professional emails.~~

Dear Mr. David,

My name is Jack Sparrow and I am writing you to introduce myself as one of the sales representative on behalf of Golden Valley Exports. We are an export company based in one of the finest regions in South California, where crops are grown successfully, and we are willing to establish ties between your company and ours.

We've been growing all kinds of fruits and vegetables throughout the year, and we've also been applying less pesticides on our crops in order to avoid diseases..

I would like to schedule a time so I can present you our business plan in order to seek for approval.

I look forward to hearing from you.

"Kind regards,
Jack Sparrow
Golden Valley Exports"



Hello, Mr. Jorge,
Find attached all the documents required regarding the last shipment.

Should you have further queries, do not hesitate to contact me.

"Best regards,
Paul Wilson
Fancy House Exports"



Dear Mrs. Patty:

I regret to inform you that due to a mistake on our computer system, your orders with us have been cancelled. As a result, you will not be able to reorder them. I apologize on behalf of our company for this situation happening.

Unfortunately, due to current regulations in our company, we are not legally allowed to open an exception. In order to change the status of your orders, you will have to come in person with proof of address and income so that we start over your profile with us..

If you have any questions, please don't hesitate to contact me by e-mail (on gm_chief@delihaven.com) or by phone at 781 386-0989.

Please accept our apologies for any inconvenience this may cause.

"Yours sincerely,
James Beever
General Manager"



UNIT 01 - QUARTER TEST II

BUSINESS

A- Answer the questions below according to what you have learned:

1- What does an engineer do?

2- What are the engineering fields learned in this unit?

3- What does the abbreviation 'CNS' stand for?

4- What is the digestive system made up of?

5- With your own words, define 'exporting' and 'importing'.

6- What are some cultural facts you need to be aware of when doing business with Italians?

"B- You are a sales representative of a big international company and you're willing to do business abroad.

Write a professional email according to what you have learned. Introduce yourself and schedule a meeting with the director of a possible partner company."

UNIT 02 - INTERVIEW – LESSON 09

HOW TO ACE A JOB INTERVIEW

If you are looking for a job and don't know how to handle an interview, then you need to excel in this lesson in order to be well-prepared. Job interviews are pretty scary and nerve-racking but if you follow the right tips and act properly, for sure you can ace them easily.

1. Dress to impress

What you wear to a job interview makes a strong first impression – good or bad! You don't need to buy a suit if you're after a job at the local supermarket or some sort of counter fast food place. Just make sure you have an outfit that is neat, simple and conservative. Avoid see-through clothes, ripped jeans, hoodies and sportswear. Neatly tie back long hair and make sure that you and your clothes are clean.

2. Be punctual

Arriving late to an interview implies that you'll arrive late to work, so it's important to get there **on time**. Look up where your interview is on Google Maps beforehand, and plan how you'll get there. Aim to arrive 15 minutes early, and then tell the receptionist you're there five minutes before your scheduled appointment.

3. Be prepared for the questions and answers

Prepare to answer questions about yourself, your work experience and what you're good at. Be sure to refer to your skills and experience at previous job or volunteer work. Is this your first job? No problem, talk about your studies at school, or any informal work (e.g., babysitting or tutoring classmates) instead.

You might be asked to identify some of your weaknesses. To answer this question, mention something small that you aren't great at, and explain how you are improving in this area. For example, you might tell them you're not very good at spelling, but that you always check your work carefully for errors. There's no need to mention your weaknesses unless you're asked about them.

4. Be confident, keep calm

If you're not feeling confident, try to fake it! Shake your interviewer's hand, smile and make eye contact. The way you present yourself shows that you'll feel comfortable talking to future co-workers and customers. Remember not to talk too fast. It's normal to do it when you're nervous, but try to talk at the same speed you would to a family member or friend. If your interviewer offers you a glass of water, take it! If you're feeling nervous your mouth can get dry and having a glass of water helps you stop and compose yourself if you need to gather your thoughts.

5. Practice, practice, practice

The best way to feel relaxed and confident is to practice answering questions and talking about yourself. Try to rope in a family member or friend to help you out and pretend they're the interviewer.

Practice is good, but don't overdo it! Try to take your mind off of the interview the night before, give yourself a break and allow yourself to relax. Perhaps you can go out to dinner with a friend or watch a movie and go to bed early.

UNIT 02 - INTERVIEW – LESSON 10

QUESTIONS YOU MIGHT BE ASKED

General Questions

In a job interview, the interviewer will likely ask you several general interview questions that initiate the discussion and help the interviewer get to know you. Some general questions are:

- Can you tell me a little bit about yourself?
- What do you know about our company?
- What interests you about this job?
- What are your strengths?
- What do you consider to be your weaknesses?
- Why do you want to work here?
- Can you describe your ideal work environment?
- How would your peers describe you?
- Where do you see yourself in five years?
- Do you have any questions?



Questions about experience and background

The interviewer will likely ask you questions regarding your educational background and any professional experience you might have. Some of these interview questions include:

- What courses are you currently taking?
- What do you enjoy most about your education?
- Do you have any experience working in a similar role?
- What kinds of extracurricular activities do you participate in?
- How has your academic training prepared you for a career in this industry?
- Do you have any plans to continue your education?
- What professional goals have you set for yourself?
- What academic achievements do you hope to accomplish by the time you graduate?
- Have you ever disagreed with an instructor about your grades or performance evaluations? What were your reasons?
- What skills do you hope to gain working in this job?



In-depth questions

As you move through the job interview, you're likely to encounter more in-depth questions including:

- How do you handle working under pressure?
- How will you apply your current skills to this job?
- Are you willing to work on weekends?
- Have you ever had to solve a conflict when working on a team?
- Do you have any leadership experience?
- Are you willing to attend professional development or additional training?
- Are you comfortable with performing the required job tasks?
- How will you be successful in this role?
- What would you do if you had to complete a task you were unfamiliar with?



UNIT 02 - INTERVIEW – LESSON 11

EXAMPLES OF QUESTIONS AND ANSWERS

1. Tell me about yourself

At the beginning of the conversation, your interviewer will likely start out by asking you about yourself. They are seeking to understand your qualifications, what led you to pursue the job and generally why you think you'd be a good fit. The key here is to make your answer concise and direct, including only professional information relevant to the job. Your answer should be structured as follows:

-Start by describing your background with a summary of your most impressive responsibilities: *"I've been at XYZ Restaurant for just over two years, where I greet and seat customers, assess waiting times, fulfill to-go orders and answer the phones. I love the lively and busy environment."*

-Next, briefly summarize your previous experience with key achievements: *"Before working at XYZ Restaurant, I worked in retail as a floor associate for five years. Working in retail developed the customer service skills that make me a great hostess, offering a top-tier dining experience from the moment customers walk in the door. It also equipped me with the ability to work quickly under pressure."*

-Lastly, express how you found the new job and why it's a good fit for you and your goals: *"I've enjoyed and grown in my current role but wish to expand and utilize my customer service expertise in a more restaurant environment. I am interested in working for your restaurant because of its reputation of delivering first-class service to our patrons in a lively, dynamic environment."*

2. How would you describe yourself?

With this question, your interviewer wants to learn how your qualities and characteristics align with the skills they believe are required to succeed in the role. To answer this question, pick one or a few personal characteristics and elaborate on them with examples.

For example, if you are ambitious and driven you can say: *"I am an ambitious and driven individual. I thrive in a goal-oriented environment where I can constantly challenge myself personally and professionally. I am always looking for an opportunity to do better and grow. These characteristics have helped me achieve success in my career. For example, I was promoted three times in less than two years in my last position."*

3. What are your greatest strengths?

In your answer to this question, share your most relevant technical and soft skills. While it may feel uncomfortable to talk highly of yourself, remember that this is your opportunity to tell your interviewers what makes you a great candidate.

-Share one or a few positive qualities and personal attributes: *"I've always been a natural leader..."*

- Back them up with examples: *"I've exceeded my KPIs every quarter and have been promoted twice in the past five years."*
- I look back at those successes and know that I wouldn't have reached them if I hadn't built and led teams composed of highly skilled and diverse individuals. *"I'm proud of my ability to get cross-functional groups on the same page..."*

- Relate them back to the role for which you're being interviewed: *"...I've also regularly honed my management skills through 360 reviews and candid sessions with my team, and I know continuing to build my leadership skills is something I want from my next role."*

4. What are your greatest weaknesses?

It can feel awkward to discuss your weaknesses in an environment where you're expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses shows that you are self-aware with an interest in continued growth and learning traits that are extremely attractive to many employers.

- Select an actual weakness (not a strength) that is honest but professionally relevant: *"I'm naturally shy..."*

Provide a specific example: *"...After being a part of a workgroup that didn't meet our strategic goals two quarters in a row, I knew I owed it to my team and myself to confidently share my ideas..."*

- **Explain how you overcame or are working to overcome it:** *"...I joined an improv acting class. It's fun and has really helped me overcome my shyness. I learned practical skills around leading discussions and sharing diverse perspectives. Now, in group settings, I always start conversations with the quieter folks. I know exactly how they feel, and people can be amazing once they start talking."*

5. Can you tell me about a difficult work situation and how you overcame it?

This question is often used to assess how well you perform under pressure as well as your problem-solving abilities. Keep in mind stories are more memorable than facts and figures, so strive to show instead of to tell. This is also an excellent opportunity to show your human side and how when faced with adversity you are able to persevere.

- **For this question, consider sticking to the STAR method:**

- Situation
- Task
- Action
- Result or learning

Example answer: *"It was the first day of my boss' two-week vacation and our agency's highest-paying client threatened to leave because he didn't feel he was getting the personalized service he was promised. I spent my lunch hour on the phone with him talking through his concerns. We even brainstormed ideas for his next campaign. He was so grateful for the personal attention that he signed another six-month contract before my boss even returned from her trip."*

6. Why should we hire you?

While this question may seem like an intimidation tactic, interviewers generally ask that to offer you another opportunity to explain why you're the best candidate. Your answer should address the skills and experience you offer, why you're a good culture fit and what you believe you'd bring to the role.

Example answer: *"My experience in accurately managing inventory intake and my skills in creating effective, streamlined schedules make me uniquely qualified to succeed in this kitchen manager position. I understand that you require a highly organized candidate with acute attention to detail. In my previous job, I successfully handled schedules for 20 employees and reduced food waste by 15%. I'm confident in my ability to use my organizational skills to bring efficiency and order to your restaurant."*

7. How do you handle stress?

How you handle stressful situations is an indicator of your ability to solve problems. Employers want to hire candidates who react to stress constructively, so it's important that your answer to this question demonstrates personal growth.

Example answer: *"I'm able to stay calm when I focus on the bigger picture and break down my projects into smaller tasks. I always start by asking myself 'what is the ultimate goal I am trying to achieve?' From there, I make a list of immediate and long-term action items with achievable but ambitious deadlines. Even if the big project is due tomorrow, I ask myself, 'what's something I can tackle in the next 30 minutes?' Before I know it, I've made significant progress and that impossible project doesn't seem so impossible anymore."*

8. How do you work under pressure?

Many jobs involve moments when, for varied reasons, there are unexpected situations that require swift action. The ability to stay calm, think logically and act correctly in such a scenario is a major asset.

This is another good instance of when to use the **STAR** method to talk about a specific time you were faced with a challenge and might have succumbed to stress but managed to calmly find a solution.

Example answer: *"Throughout my career, I've discovered how to embrace working under pressure. I find that routine can make us complacent, so I try to look for challenges that push me to grow."*

Example answer: *"One time, I was supposed to deliver a project to a client in five days. A colleague who was working with another client had the same deadline, but he had to take a leave of absence due to personal reasons. I was forced to take up both projects at the same time. While I felt an initial sense of panic, I tried to reframe it as an opportunity to see what I might be capable of. Instead of letting the stress get to me, I came up with a very detailed time management plan and found new ways to boost my efficiency that enabled me to deliver both projects on time."*

UNIT 02 - INTERVIEW – LESSON 12

INTERVIEW IN ACTION

Practice the conversation below between an interviewer and an interviewee for an open position in tech.

Interviewer: Welcome to Norwell Tech, Bryan. I am Frank.

Interviewee: Hello Frank, it's nice to meet you.

Interviewer: Nice to meet you too, Bryan. How are you feeling today?

Interviewee: I am feeling well, how about you?

Interviewer: Great, thanks. I hope we didn't keep you waiting for long.

Interviewee: No, not at all. I had the chance to talk to one of your engineers while waiting.

Interviewer: That's good. Bryan, shall we start?

Interviewee: Yeah, sure.

Interviewer: First of all, let me introduce myself. I am the manager of our engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.

Interviewee: Yes sir, I read about the position on your website, and I think I am a good fit.

Interviewer: We currently have several ongoing projects and the team is working hard. We are expecting to keep being busy for a long time.

Interviewee: What are the essential qualifications required for the position?

Interviewer: This is an entry-level engineering position; we provide a lot of training here. But we do require that you have at least a bachelor's degree in computer engineering. Previous experience in the field is a plus.

Interviewee: What kind of work would you count as an experience in the field?

Interviewer: Even though we provide training, it would be great if you had some hands-on programming experience, Knowledge of database systems, or skills in developing applications.

Interviewee: My final school project was developing a mobile application, so I am fairly competent in developing mobile and web applications.

Interviewer: That's good to hear, which school did you graduate from?

Interviewee: I was a student at MIT Boston, and I graduated with a bachelor's degree in computer science. I worked as a computer lab tutor in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.

Interviewer: What are you looking for in a job?

Interviewee: The job should help me grow in my career. I will be happy to learn and grow as I work in a passionate company like yours.

Interviewer: You are right. There is plenty of room for improvement in our company. What are your strengths? Why should I hire you?

Interviewee: I am a diligent person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.

Interviewer: Very well. Now, do you mind working overtime?

Interviewee: No, I do not.

Interviewer: Because sometimes we get overwhelmed with a heavy workload.

Interviewee: I understand that's the nature of the job. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And I handled that situation very well.

Interviewer: Do you have any questions for me?

Interviewee: No, I think I have a pretty good understanding of the requirements. I believe that I can handle it with ease, and the fact that you provide all the training sounds excellent. I ask that because sometimes we get overwhelmed with the heavy workload.

Interviewer: Bryan, it is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too, Frank. Thank you for your time.

Interviewer: Thank you for coming.

UNIT 02 - QUARTER TEST III

INTERVIEWS

A- Complete the conversation below with your own information or with information that would make you suitable for the job:

Interviewer: Welcome to Best Deal Chain, _____. I am Shawn

Interviewee: _____

Interviewer: Nice to meet you too _____. How are you feeling today?

Interviewee: _____?

Interviewer: Great, thanks. Did you have trouble finding our office?

Interviewee: _____

Interviewer: That's good. _____, shall we start?

Interviewee: _____

Interviewer: First of all, let me introduce myself. I am the GM (general manager) of this store chain. We have an open position for local management in Dedham so we have been interviewing applicants to fill the position as quickly as possible.

Interviewee: _____

Interviewer: ~~We currently have some ongoing projects, and~~ the team is working hard. We are hoping to keep the sales going and we expect to have a significant increase on sales due to the upcoming holiday seasons.

Interviewee: _____

Interviewer: ~~This is a high level management position. We~~ provide a lot of training here but we do require that you have at least a bachelor's degree in administration. Previous experience in the field is a plus.

Interviewee: _____

Interviewer: ~~Even though we provide training, it would be great~~ if you had some customer service experience knowledge of depot inventory or team management.

Interviewee: _____

Interviewer: That's good to hear, which school did you graduate from?

Interviewee: _____

Interviewer: What are you looking for in a job?

Interviewee: _____

Interviewer: You are right. There is plenty of room for improvement in our company. What are your strengths? Why should I hire you?

Interviewee: _____

Interviewer: Very well. Now, do you mind working overtime?

Interviewee: _____

Interviewer: I ask that because sometimes we get overwhelmed, specially on holiday seasons.

Interviewee: _____

Interviewer: Do you have any questions for me?

Interviewee: _____

Interviewer: _____, It is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: _____

Interviewer: Thank you for coming.

UNIT 03 - TRAVELING – LESSON 13

GETTING READY

When you think about traveling, what's the first thing that pops up in your mind? A lot of people would think about where to go. And then when you already have the destination, what else can you think of?

Planning a trip seems to be something really exciting, but for some people, it's also frightening. You must write down a to-do list with all the things you need to take on the trip. You have to go shopping for new clothes, new shoes, bags, suitcases, and so on.

Another thing is, you must have all your documents ready – passport, ID, driver's license, insurance card, and other important papers. Imagine getting to the check-in counter at the airport and then realizing you don't have all of your documents on you. That must be a nightmare!

But the most important thing when traveling abroad is the language. English has become a global language and it's really important to know at least the basics in order to survive out there. When you go shopping or try to get around in a city overseas if you can't communicate you won't be able to get to know the place or even have fun. Going to a restaurant and not being able to read the menu or order a special dish might be something you will never forget.

In this unit, we are going to help you learn vocabulary related to airports, hotels, shopping, hailing a cab, and some other subjects. Let's start by talking about to-do lists. But what is a to-do list? A **TO-DO list** is a list of tasks that need to be completed, typically organized in order of priority. Check the example below:

TO-DO LIST	
☒	Get a newsuit case and pack
☒	Buy travel-sized toiletries
☒	Go online to research flights
☒	Send flight info to Jack
☒	Take ID and passport
☒	Check the weather



Bathing suit



Towels



Sunscreen



Sunglasses



Sandals / Flip-flops



Beach umbrella



Beach chair



Cap



Hairbrush



Insulated bag



Suitcase



Carry-on bag



Backpack



Purse



Briefcase



Luggage / Baggage

UNIT 03 - TRAVELING – LESSON 14

CONVERSATION AT THE AIRPORT

Practice the conversations below:

At the check-in counter



Agent -Hi, where are you flying to?

Passenger-Hello. I am flying to New York.

Agent-Can I see your tickets?

Passenger -Sure. Here they are!

Agent -How many people are traveling with you?

Passenger -My wife and my son are traveling with me.

Agent -Can I have your passports? And I will also need to see his birth certificate.

Passenger -Sure. Here they are.

Agent -Would you like a window or an aisle seat?

Passenger -I would be very happy if my wife and I could get aisle seats. We may have to walk around with our son as he gets bored easily.

Agent -Alright, I'll put you near the restrooms too.

Passenger -Wonderful, thanks.

Agent -Sure, are you checking in any bags?

Passenger -Yes, we have two suitcases and my backpack.

Agent -Let's put them on the scale, one at a time, please. Do you also have any carry-on bags?

Passenger -Yes, we do. In fact, there are two handbags with our belongings.

Passenger -Are you carrying any hazardous material, liquid, deodorant, blades, knives, guns or anything potentially harmful?

Agent -No, we're not. There are only a few bottles of water and some personal belongings.

Passenger -I'm sorry but you're not allowed to take any liquid at all in your carry-on bags. You can buy water at the

Agent duty-free stores right after you pass through security and customs.

Passenger -Oh, I'm sorry. I didn't know that.

Agent -No problem, you can dispose of them over there. Here are your boarding passes. You'll board on gate 15 and your boarding time is 23:25. Have a nice trip.

Going through security

There are twopieces of equipment in security. You put your bags through the **X-ray machine**, and you walk through the **metal detector**. Some airports also use a **body scanner** for a more careful check.

The X-ray machine has a **conveyor belt** that moves your bags automatically through the machine. You must put small items like keys or money in plastic bins.

Agent - Please lay your bags flat on the conveyor belt and use the bins for small objects.

Dan - Do I need to take my laptop out of the bag?

Agent - Yes, you do. Take off your hat and your shoes, too.

Dan walks through the metal detector.

Alarm sounds.

Agent - Please step back. Do you have anything in your pockets like keys, cell phone, or loose change?

Dan - I don't think so. Let me try taking off my belt.

Agent - Okay, come on through.

Dan goes through the metal detector again.

Agent - You're all set! Have a nice flight.



UNIT 03 - TRAVELING – LESSON 14

AT THE AIRPORT – EXTRA VOCABULARY

Airline

The airline or carrier you fly with is the name of the company that owns the airplane (e.g., American Airlines, British Airways).

Arrivals

Arrivals are the flights that have said airport as a destination. It is also used to describe the part of the airport that deals with passengers who are arriving. When your plane arrives at the airport, your family and friends will meet you at arrival.

Board

To board (an airplane) means to go onto it.

Boarding pass

After you have notified the airline, you are at the airport and you've checked in your luggage, you will be given a boarding pass that shows you where the flight will be boarding, and it will also show your seat number.

Boarding time

Your boarding time is the time when people will be allowed to start entering the airplane.

Business class

Business class is a travel class with service quality between economy class and first class.

Conveyor belt / Carousel / Baggage claim

When your airplane arrives, your bags and suitcases come out on the moving conveyor belt. Other words that you might hear for this are 'carousel' or 'baggage claim'.

Customs

Before you're allowed to enter the country, you must go through customs, where you will be met by a customs officer. There they will check if you're bringing anything illegal into the country such as firearms (guns), drugs, or too much money and they will ask if you have anything to declare. If you're not carrying anything that is forbidden or taxable, you must answer "no".

Delayed

If your flight has been delayed, it means that it's late. Maybe it has been delayed because of bad weather, too much air traffic, or technical problems.

Departures

Departures are the flights that are leaving said airport. It is also used to describe the part of the airport that deals with passengers who are leaving. When you are leaving to go on a trip, you will need to go to the departures lounge, where you will wait to board your flight.

Economy class

Most people who travel by plane travel in economy class because the price is much cheaper.

Fragile

Sometimes we carry things that are delicate or easily broken when we travel. A way of letting the people handling our suitcases know about it is to mark them with a sticker that says 'fragile'. This will show them that they need to be more careful with your stuff.

Gate

In the departures lounge, there are several different gates (doors) that lead to different flights.

Identification

Your identification (also known as ID) is your official document that you show to ensure you are whom you say you are.

On-time

When you are traveling, and you want to check the status of your flight you can look at the departures board. Here you will see all your flight information. If it says that your flight number is on time, then the airplane will take off at the right time.

One-way (ticket)

If you ask for a one-way ticket it means that you do not want to buy another ticket to return to your origin. If you want to purchase both, that's called a round-trip ticket.

Oversized baggage / Overweight baggage

Each passenger is only allowed to have one suitcase with limited weight. If there's a big piece that you want to send or something that is too heavy, the people at check-in will charge you more money.

Stopover

If you are traveling on a long-haul flight, you usually have to make a short stop in another country first. This stop is called a stopover or a layover.

Travel agent

A travel agent is a person who will help you to organize your travel plans and book your flights.

Visa

A visa is a special document that gives you permission to enter a country. Some countries have strict laws on immigration. Depending on where you're from and where you're going to, you may need to obtain (get) a visa.



Seats



overhead lockers / compartments.



Flight attendant



Window



Seat tray



Seatbelt



Earpods



Armrest



Aisle



Cockpit

Here are some sentences that you might hear from the crew to keep you safe:

- Please stow (store) your luggage properly in the overhead locker / compartments.
- Please stow your food trays.
- Please fasten your seatbelts.
- Please return your seats to the upright position.
- Please remain seated.
- Please return to your seats.
- Please turn off all electronic devices.
- Please disable WiFi on all electronic devices.
- Please fill out these forms for Immigration and Customs Enforcement.



UNIT 03 – TRAVELING – LESSON 15

HAILING A CAB AND AT THE HOTEL

In order to get around when you are at your final destination, you either rent a car or take a taxi/cab, which is more common. There are some sentences to use when you take or hail a taxi. But what's the difference between **take** and **hail**?

We normally use the expression "to take a taxi" when we go to a taxi stand, which is a specific area where all taxi drivers are waiting for passengers. It's like a bus station.

We normally use the expression "to hail a taxi" when we stand near the curb facing oncoming traffic and raise the arm as a taxi approaches.

Now, let's check some questions that can be asked when taking a cab:

- Could you take me to...?
- How much will the trip cost?
- Is there a flat fee?
- How much do I owe you? / How much is it?
- Could you pass by some sightseeing spots?
- Could you please go faster? I'm in a hurry.
- Should I put my luggage in the trunk?

TOURIST: -Excuse me, could you take me to the MIT, please?

CAB DRIVER: -Sure, I can.

TOURIST: -Is there a flat fee?

CAB DRIVER: -No, I use the taximeter.

TOURIST: -Do you know how much it will cost?

CAB DRIVER: -From here, it will cost about \$25.00, plus a tip.

TOURIST: -Ok, that's fine.

CAB DRIVER: -Do you have any luggage?

TOURIST: -Yes, only a suitcase and a backpack.

CAB DRIVER: -Let me get them in the trunk.

TOURIST: -Would you mind driving by some sightseeing spots?

CAB DRIVER: -No problem, I'm not in a hurry.

TOURIST: -How much do I owe you?

CAB DRIVER: - It's \$35.00.

TOURIST: -Here you go. Take \$40.00.

CAB DRIVER: -Oh, thank you, sir. Have a good day!

TOURIST: -Thanks! You as well.



VOCABULARY

Trunk - a covered space at the back of a car for storing things.

Sightseeing - the activity of visiting interesting places, especially by people on vacation.

Flat fee - an amount that is charged or paid that does not change according to the amount of work done, or the number of times something is used.

CONVERSATION AT THE HOTEL

CHECKING IN

Hotel concierge - Good evening, welcome to South Shore Hotel. How may I help you?

Guest - Hi, I have a reservation under the name of Stephen.

Hotel concierge - Ok, let me check. How do you spell your name, please?

Guest - It's S-T-E-P-H-E-N. And my last name is Silva, S-I-L-V-A.

Hotel concierge - Thank you, sir. Your room is ready. Just to double check: you booked a single room with a king size bed and a view to the beach for 3 nights, is that it?

Guest - Yes, that should be it.

Hotel concierge - Ok, it will be \$75,00 a night, plus 10% of service. We have a restaurant where you can order your meals by dialing #9. It serves until 11:00 p.m. We also offer extra laundry service if you wish to. The prices of each item are right on the folder next to your bed and in the closet there's a safe in which you can set the password. Our breakfast is served from 05:00 to 10:00 a.m. You must check-out by noon on your last day. Here's your key. Room 709. Is there anything else I can help you with?

Guest - Yes, can you please set a wake-up call at 06:00 a.m.? I want to make the most out of the time I'll spend here.

Hotel concierge - Sure I will. The bellboy will carry your luggage up to your room.

Guest - Thank you!

Hotel concierge - Thank you, sir. Have a nice stay in our hotel.



CHECKING OUT

Hotel concierge - Did you enjoy your stay with us?

Guest - Yes, very much so. However, I now need to get to the airport. I have a flight that leaves in about two hours, so what is the quickest way to get there?

Hotel concierge - We do have a free airport shuttle service.

Guest - That sounds great, but will it get me to the airport on time?

Hotel concierge - Yes, it will. The next shuttle leaves in 15 minutes, and it takes approximately 25 minutes to get to the airport.

Guest - Fantastic. I'll just wait in the lounge area. Will you please let me know when it's boarding?

Hotel concierge - Of course, sir. Oh, before you go, could you please settle the restaurant bill?

Guest - Oh! Yes, certainly. How much will that be?

Hotel concierge - Let's see. The bill comes to \$97.89. How would you like to pay for that?

Guest - I'll pay with my credit card, thanks. But I'll need a receipt so that I can charge it to my company.

Hotel concierge - Absolutely. Here you go, sir. If you want it you can leave your bags with the bellboy, and he can load them onto the shuttle.

Guest - That would be great, thank you.

Hotel - Hotel concierge - While you wait, would you like to sign the hotel guest book, too?

Guest - Guest - Sure! I had a really good stay here and I'll tell other people to come.

Hotel concierge - That's good to hear. Thank you again for staying at South Shore Hotel.



UNIT 03 - TRAVELING – LESSON 16

AT A RESTAURANT

When eating out at a restaurant, you must know at least the basic sentences and expressions to order your meal. In this lesson

you'll learn some important sentences to help you communicate properly in a restaurant. Let's start with some basic vocabulary.

Appetizers - Small dishes (e.g., soups, salads, onion rings).

Main Course - The main dish (e.g., steak, pasta, fish, chicken).

Garnishments / side dishes - The extra food that comes with your main dish (e.g., french fries, mashed potatoes, steamed vegetables).

Dessert - The sweet dish served at the end of a meal (e.g., chocolate cake, milk pudding, cheesecake).

Beverages - The liquids served in the restaurant (e.g., soda, juice, beer, wine, whiskey).



Fork

Knife

Spoon



Plate



Napkin



Glass



Waiter



Waitress



Chef

Customer common sentences

I'd like a table for ... people, please.
 Can I have the menu, please?
 What's on the menu?
 What are the specials for today?
 What do you recommend?
 We are ready to order.
 I'd like my meat rare/medium/well-done.
 Can I substitute the carrots with mashed potatoes?
 Could you bring me the check/bill please?
 Can I have the salad dressing on the side?
 What do you have for dressing?
 Can I have it without...?
 How long would it take?

Waiter / Waitress common sentences

Can/may I help you?
 How many are you? / A party for? / A group of?
 Have you booked a table?
 "Can I take your drink order?"
 Would you like some appetizers?"
 Are you ready to order sir/ma'am?
 What would you like to order?
 How would you like your meat? Rare, medium or well-done?
 What kind of dressing would you like?
 What would you like to drink?
 Anything to drink, sir/ma'am?
 Would you like dessert?
 Is everything alright?
 Did you enjoy your meal?



Shrimp



Pasta



Beef stew



Roast fish



Pork ribs



Rice



French salad



Croutons



Salad dressing



Roast beef



Lobster



Mashed potatoes

CONVERSATION AT THE RESTAURANT

Brandon is taking his Family to have lunch at a fancy restaurant. "Role-play the conversations below with your teacher:

Brandon is taking his family to have lunch at a fancy restaurant."

Hostess – Welcome to Tasty Supper Restaurant. How many are there at your party?

Brandon – Hello. There are four of us.

Hostess – Right. Come this way. I have a perfect spot for you.

Brandon – Thank you. Can I have the menu, please?

Hostess – Yes, you can. There you go.

Waiter - Hello. Are you ready to order?

Brandon – Yes, we are. I would like to have the Penne Alfredo sauce but instead of chicken, I want meatballs. My wife would like to have the semi-dried tomatoes, the mushroom arancini balls, and a bowl of beef stew. The kids will have the baked bacon potato and some macaroni and cheese.

Waiter - Ok. And what would you like to drink?

Brandon - I would like to have iced tea, my wife will have orange juice and the kids will have coke.

Waiter - Sounds good, I'll be right back with your order.

Brandon -How long will it take?

Waiter - There's about a 25 minutes wait, sir.

Brandon - Ok. Can we have some breadsticks and french fries while we wait?

Waiter - Sure. I'll bring them in a minute.

(One hour later...)

Brandon - Can I have the bill, please?

Waiter - Sure. Was everything ok?

Brandon - Actually, the Alfredo sauce was kind of cold and the meatballs were uncooked. But everything else was fine.

Waiter - I'm sorry to hear that, sir. I'll make sure our manager knows about your rating so we can get better.

Brandon - That's fine.

Waiter - Your order is \$149.37 but we're taking \$20.00 off for the inconvenience. How would you like to pay?

Brandon - Here, take \$150.00. Keep the change as a tip.

Waiter - Thank you so much, sir. Have a nice day!

Brandon - Thank you!

Ordering food at a fast-food restaurant.

Customer - Hi, can I have a double cheeseburger, please?

Attendant - Sure. Would you like some vegetables on that?

Customer - Yeah. You can add some lettuce and tomatoes, but no onions, please.

Attendant - And would you like anything to drink?

Customer - Yeah, a soda with no ice.

Attendant - What soda would you like?

Customer - A Pepsi.

Attendant - Is that all?

Customer - Yes, how much is it?

Attendant - It's \$12.75. Is it for here or to go?

Customer - To go, please!

Ordering food at a coffee shop.

Customer - Hi, I would like a small black coffee and a blueberry muffin, please.

Attendant - Ok, would you like anything else with your order?

Customer - No, that would be all.

Attendant - You can have one of our plain bagels with strawberry cream cheese. Everybody loves it. **Customer** - Ok, you can wrap up one of those for me. I'll have the coffee and the muffin here. **Attendant** - That'll be \$9.87.

Customer - Do you take credit cards? I'm short on cash.

Attendant - Yes, we do.



UNIT 03 - QUARTER TEST IV

TRAVELING

Agent -Hello, where _____ to?

Passenger -Hello. I am _____ to _____.

Agent -Can I see your _____, please?

Passenger -Sure. !

Agent -How _____ with you?

Passenger - _____.

Agent -Can I have your _____?

Passenger -Sure.

Agent -Would you like a _____ or an _____ seat?

Passenger -I would like _____.

Agent -Alright, just one second.

Passenger -Sounds great, thanks.

Agent -Sure, are you any bags?

Passenger -Yes, we have .

Agent -Ok, place them, one at a time, please. Do you also have any _____ bags?

Passenger -Yes, we have. In fact, there are two _____.

Agent -Are you carrying any _____?

Passenger -No, we're not.

Agent -I'm sorry but you're not to take any liquid at all in your _____ bags. You can buy _____ at the duty-free stores right after you .

Passenger - Oh, _____.

Agent - Ok. Here are your boarding passes. You'll _____ on gate 15 and youris 23:25. Have a nice trip.

B - Answer the questions below:

1. What's the name of the expression that means "the things you write before traveling to check if you have everything ready"?

2. What is the name given to the group of all your suitcases, bags, backpacks and purses taken on a trip?

3. What are the names of the 2 most important departments you have to go through when you arrive in a foreign country?

4. What is the meaning of the word 'sightseeing'?

UNIT 03 - TRAVELING – LESSON 17

GOING SHOPPING

When you travel to a foreign country, besides goingsightseeing,youwant to do someshopping, right? To go shopping overseas, you don't only need money, but also vocabulary in order not to have any regrets later.

In this lesson, we are going to help you learn some important vocabulary and expressions to go around and shop a lot. Let's start by learning about the divisions in a department store. But what is a department store?

A department store is a retail establishment offering a wide range of consumer goods in different areas of the store, each area (department) specializing in a product category. specializing in a product category. In many modern cities, department stores made a dramatic appearance in the middle of the 19th century and permanently reshaped shopping habits, and the definition of service and luxury. Similar developments were underway in London (with Whiteleys), in Paris (Le Bon Marché), and in New York (Stewart's).

Today, department stores often include the following sections: clothing, furniture, home appliances, toys, cosmetics, housewares, gardening, toiletries, sporting goods, do-it-yourself, painting, and hardware. Additionally, other categories of products such as food, books, jewelry, electronics, stationery, photography equipment, baby products, and products for pets are sometimes included.

Customers generally check out near the front of the store in discount department stores, while higher-end traditional department stores include sales counters within each department. Some stores are part of a larger retail chain, while others are owned by independent retailers.

A department store can be divided into many departments. It could be divided into a clothing department, footwear department, sports department, children's department, jewelry department, furniture department, and appliance department, for example.



Coats



Skirt



Sweater



Pants



Suit



Blouse



Tie



Shirt



T-shirt



Dress



High heels



Shoes



Sneakers



Boots



Socks



Belt



Wallet



Jewelry



Cap



Watch



Hat

PRACTICE THE CONVERSATION

Shopping for clothes

Salesperson: May I help you?

Customer: -Yes, I'm looking for a party dress.

Salesperson: What size are you?

Customer: I'm a medium size.

Salesperson: Would you like a plain dress or something else?

Customer: I'm looking for a fancy, colorful one.

Salesperson: How about this one?

Customer: Yes, that's nice. Could I try it on?

Salesperson: Of course! The changing rooms are over there.

Customer: Thank you.

Customer goes into a changing room to try on the dress.



Salesperson: How does it fit?

Customer: It's kind of nice but too loose on the chest. Do you have a tighter one?

Salesperson: Yes, here you go. Would you like to try it on to see if it fits?

Customer: Yes, I'm also looking for a suit for my husband.

Salesperson: We have this suit which is 20% off and it comes with a pair of shoes and a belt.

Customer: Wow. That sounds awesome. How much is it?

Salesperson: It's only \$750.00. By the way, it's a silk suit.

Customer: I'm looking for something cheaper, say around \$200.00.

Salesperson: Ok, then we have this one in cotton and it's also on sale for \$219.00 and comes with a belt and a wallet.

Customer: Yes, it sounds much better. I'll take it in black color.

Salesperson: Great! What about a tie? Would you like to take a tie with it?

Customer: No, thank you.

Salesperson: Is there anything else I can help you with?

Customer: If you have any high heels on sale, I would like to take a look.

Salesperson: Sure, I do. I have these ankle strap heels which are very popular nowadays. And they fit any occasion.

Customer: Well, I would like to try on the silver ones, please.

Salesperson: Ok, I'll bring it to you.

Customer: Wow! It fits perfectly on me. I'll take it. Do you take credit cards?

Salesperson: Yes, we do. Visa, Mastercard, and American Express. But if you pay in cash, you might get some more discount.

Customer: I didn't bring any cash with me, so I'll pay by credit card.

Salesperson: That's ok. It's \$378.35.

Customer: Here's my credit card.

Salesperson: Thank you so much! Have a nice day!

USEFUL EXPRESSIONS FOR SHOPPING

- Do you have it / them in size XS / S / M / L / XL / XXL?
- Do you have this / these in a smaller / bigger / larger size?
- Can I try the larger / smaller one, please?
- Do you have it / them in a different colour?
- This is a little too tight / loose, do you have another one?
- Do you take credit cards?
- Can I pay by check, please?
- Could I have a receipt, please?
- Could I have a gift receipt, please?
- Could you gift wrap that for me, please?
- Can I put one item back, please? I've changed my mind about this one.
- Could I leave my bags here and pick them up later, please?
- Do you offer a cash discount?
- Does it come with a warranty / guarantee?
- I'll have this one, please.
- How much is it / are they?
- Can I try it / them on, please?

THINGS WRITTEN ON SIGNS THAT YOU MIGHT SEE

- OPEN
- CLOSED
- Open 24HRS (24 hours a day)
- Special offer
- SALE
- Clearance sale
- Closing down sale
- Liquidation sale
- Great value products
- Good value
- Bargains
- BUY 1 GET 1 FREE
- Buy one get one half price
- Half price sale
- 70% OFF EVERYTHING
- Reduced to clear
- Out for lunch
- Back in 15 minutes

UNIT 03 - TRAVELING – LESSON 18

SIGHTSEEING

Have you ever heard of the word **SIGHTSEEING**? Sightseeing is the **activity of traveling** around a city or region to see the interesting places that tourists usually visit.

So, when you travel abroad or even inside your own country to visit new places, you're probably going sightseeing. One of the most famous ways of visiting new places is by City Sightseeing.

City Sightseeing is a bus operator whose buses are open-top and made for sightseeing tours. It provides tour bus services in more than 130 cities around the world.



The buses pass by main tourist attractions and major landmarks, while a prerecorded audio commentary is provided through headphones in multiple languages giving important facts and information about what is being seen. Many tours also have a live guide. Tourists may board and leave the buses within their ticket time limit at the different bus stops on the circular routes. This is called Hop-on Hop-off. Many cities have more than one route to showcase all the different sights and attractions. On some routes, buses leave the city for suburban sights. In some cities like New York City, Philadelphia, and Sharjah, buses even operate at night. In some cities like Moscow, Cape Town, Amsterdam, and Boston, a boat tour is also available. The United Kingdom, Italy, Spain, and the United States are the countries with the largest number of cities with **City Sightseeing services**.

Each city has different ticketing options available, which range from a 24-hour pass to a 14-day pass. Furthermore, many tours include discounts for local attractions and restaurants. There are even bundle packs, where customers can buy tickets for several attractions when they purchase a bus or boat ticket. In 2015, more than 14 million tourists hopped on a City Sightseeing tour.

In 2015, US officials raised safety concerns about City Sightseeing tours after certain irregularities were discovered and a major crash occurred in San Francisco.

PRACTICE THE CONVERSATION BELOW BETWEEN A COUPLE PLANNING ON A SIGHTSEEING TOUR:

Husband - So, what do you want to do tomorrow?

Wife - Well, let's look at this city guide here. Oh, here's something interesting. Why don't we visit the art museum first thing in the morning?

Husband - Okay. I like that idea. And where do you want to have lunch?

Wife - How about going to a Thai restaurant? The guide recommends one downtown a few blocks from the museum.

Husband - Now, that sounds great. After that, what do you think about visiting some sights near the lake? Well, it says here

that there are some very unique buildings that aren't found anywhere else due to their designs.

Wife - Well, to tell you the truth, I'm not really interested in going there. So, why don't we book a City Sightseeing tour? I've heard there are many interesting historic sights they present. And it's also less tiring.

Husband - Yeah, that sounds really exciting and thought-provoking as well.

Wife - Yeah, we can learn a lot more about the city and its culture.

Husband - Oh, no! It says over here on the guide tour that we need to buy the tickets in advance because there are many people on the waitlist.

Wife - Oh, well. In this case, let's buy the tickets for next week then and stick here for another week, as we are on a 3 weeks vacation.

Husband - That's fine. I'll arrange that right now.

Adapted from

<https://www.businessinsider.com/how-to-be-more-memorable-2016-3#be-an-engaged-listener-6>

UNIT 04 – MEETING SOMEONE - LESSON 19

HOW TO REACT

We all strive to be memorable. But leaving a lasting impression on someone we've just met isn't always easy. It also isn't impossible. As it turns out, with the right words and actions almost anyone can create a captivating presence.

To help you figure out how to do this, we asked a number of experts the question: "How do I become more memorable when meeting someone for the first time?"

Here were some of our favorite tips for making yourself memorable when you first meet someone new.

1. Put on your talking hat

It's easy to stand there and let other people carry on the conversation, but you will never stick out in people's minds if you just listen. Don't let the fear of looking like a fool keep you from speaking up and asking questions, telling your own stories, and sharing your own opinions. Go for it and make a lasting impression.

2. Be blunt, slightly controversial, and completely honest

Most people avoid saying anything controversial — especially when meeting someone for the first time — because they want to play it safe to ensure everyone likes them. But if you really want to be memorable, you may want to make an agitating statement — without insulting anyone or saying something offensive, of course.

Speak up and state your opinion firmly and clearly, even if it makes some people slightly uncomfortable or mad. This will make you more interesting — and thus more memorable.

3. Be a little bit unusual

Breaking out of the cultural norm is an easy way to stick out. For example, come up with humorous and unusual answers to the typical introductory questions such as, "How are you?" or "What do you do?"

While coming up with scripted answers may seem like a pain, you will have to answer these questions thousands of times throughout your life anyway, so it's well worth the effort.

4. Use confident body language

To stand confidently, keep your legs aligned with your shoulders and your feet approximately four to six inches apart. Distribute your weight equally on both legs, keep your shoulders back—but not way back—and turn your body towards others.

When standing, imagine a string pulling your head up toward the sky. Picture a straight line existing from your earlobes through your shoulders, hip and the middle of your ankles.

If you aren't talking with anyone for a few minutes, then you should look out in front of you, rather than at the ground. "You are engaging with the world, not hiding from it", an expert says.

5. Trigger emotions

People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

In order to leave a deep impression on someone, you need to make them feel something, preferably something good.

How do you do that in a casual conversation? Showing vulnerability, making them laugh, making a mistake and apologizing for it, stroking someone's ego, telling stories, being helpful, or discussing a topic in a heated manner could all do the trick.

6. Be an engaged listener

When you listen to someone, be attentive and engaged.

The most popular and memorable people in the world are those who give us their undivided and full attention.

This is harder than it seems. Most people are constantly thinking of what to say next and looking for a break in the conversation for when they can jump in and say it.

We remember how people make us feel and when you truly listen to someone, you will make them feel important — and they'll remember that.

UNIT 04 – MEETING SOMEONE - LESSON 20

MEETING IN BUSINESS

In the previous lesson, we learned how to act when meeting someone for the first time in order to make a memorable impression. It's also important to know what to say and how to say it in business situations when meeting someone new.

If you are in a foreign country to attend an international fair, you must provide the right words to the right people in order to close a deal. In this situation, an elevator pitch would be the right thing to do. Also, if you're giving a presentation in a meeting held with directors and managers of a company, it's essential that you get their attention by being memorable. Let's check some expressions you can use to make a good impression.

If you are giving a presentation, it is a good idea to have an introduction planned ahead of time. You want to give an organized and professional first impression.

Here is a sample introduction that you could use to begin any meeting:

"Welcome everyone, please be seated. I am David from Aliança América. These are my colleagues Marcos and Juan. We are here today to tell you about our education program. Does everyone have a copy of the agenda?"

At this point, you should briefly explain the topic and the scope of your presentation.

To give directions regarding when questions should be asked, you can say:

"Please hold your questions until the end of the presentation."

"Please ask questions at any point during our presentation."

There are also phrases to avoid in business meetings:

"No one agrees with you on that."

The first rule of a meeting is to keep the tone positive and upbeat. Telling a person that no one supports their idea or agrees with their opinion will drastically shift the tone of the meeting. It will also make other members of the group feel that their opinions or ideas won't be received well, either.

"That is a secondary issue."

This phrase, although it may be used with the best intentions in order to keep a meeting on time or task, sounds rude.

It makes people feel like what they have to say is not important. If someone brings up a topic that is off-target, simply thank them for their contribution and suggest that it may be best to discuss that topic in another meeting or one-on-one.

This will not only acknowledge the participant's comments or questions but will also keep the meeting focused and on time.

"I'm in charge here."

You very well may be the chairperson of the meeting, but declaring that you are in charge is rude and also deters others from asking questions or adding value to the meeting. Keeping a meeting on the topic can be done more effectively with the phrases listed above.

"Let's have a follow-up meeting."

The purpose of a business meeting is to present information, and ultimately, come to a resolution, make a decision, or create a plan for a specific problem. Instead of ending a meeting with the proposal of yet another meeting, it is more productive to assign action items to the meeting participants so that any subsequent discussion is as productive as possible.

Check below some polite greetings you can use when meeting someone:

"How do you do?"

My name is Would you mind telling me your name?

How should I call you?

It's a pleasure to meet you, my name is...

I'm delighted to meet you. My name is...

I'm pleased to meet you. My name is...

How have you been? (You should only say this if you already know the person.)"



UNIT 04 - QUARTER TEST V

CONVERSATION

A- Answer the questions below according to what you have learned:

1. What is the name of the stores in which you can buy all kinds of items, separated by areas?

2. Explain in your own words how the division of goods in a big store is.

3. In which department can you buy a microwave?

4. In which department can you buy a pair of sneakers?

5. What's the name of the room you go to try on clothes before buying them?

6. What's the difference between regular sightseeing and going on a City Sightseeing tour?

7. Where is City Sightseeing provided?

8. Cite some phrases you should avoid saying when on a meeting.

B- With your own words, explain each tip given in this lesson in order to be memorable when meeting people.

Put on your talking hat

Be blunt, slightly controversial, and completely honest

Be a little bit unusual

Use confident body language

Trigger emotions

Be an engaged listener

UNIT 05 – DISCUSSION - LESSON 21

DISCUSSION VS ARGUMENT

Do you know the difference between an argument and a discussion? An argument is when you fight with words about something you claim to be right. In this case, it's not a friendly conversation and most of the time it ends badly.

A discussion is the action or process of talking about something in order to reach a decision or to exchange ideas.

There are many expressions that can be used according to the context and level of the discussion. You can discuss about anything you want. In a professional environment it's really important to use the right functional language to express your ideas of agreement and disagreement.

In this lesson we're going to go through some of these functional idioms in order to know how to use them properly.

Expressions to give an opinion:

- **If you ask me, I think** we should develop a better engine for the car.
- **As for me, I would say** the best option is to let him know about the failure.
- **The way I see it**, we can hire more employees to finish it quicker.
- **Personally, I think** it would be better if we had turned down the proposal.
- **I suppose** if we invest more, we will have a better result.
- **I'd say that** if we had invested more, we would have had a better result.
- **If you want my opinion**, I don't believe bringing down the prices would be a good solution.

Expressions to concede an argument:

- **Perhaps you're right** . We must keep on going.
- **Ok, you win**. I guess you do have the best option.
- **You've convinced me** . Sales would be much more profitable that way."

Expressions to ask for clarification:

- Excuse me, what are you talking about?
- You mean that ... ?
- What do you mean?
- Are you saying that ... ?
- Sorry, I didn't catch that. Could you explain, please?

Expressions to check for understanding:

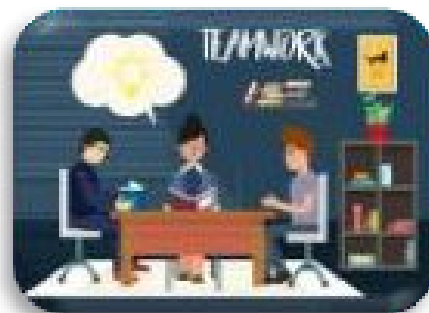
- See what I mean?
- What I'm trying to say is that ..."

Expressions to react to an idea:

- That's *very interesting* / *nice* / *amazing* / *incredible* !
- Wow!
- Your idea is awesome! We can definitely go with it.
- Oh, I see.
- Your point of view is clear as water.
- Right!
- I've got your drift. Let's maintain it.
- No way! They really got me with this presentation. It looks perfect!
- You're joking!
- I loved it.
- Really? I should have thought about that.

Expressions to strongly agree:

- I agree with you *one hundred percent*.
- I couldn't agree more.
- I totally agree with you.
- I completely agree.
- We see eye to eye.
- That's so true.
- Absolutely.
- You're right.
- Exactly!



UNIT 05 – DISCUSSION - LESSON 21

DISCUSSION VS ARGUMENT

Expressions to strongly disagree:

- **I totally disagree with you / this idea.** We better listen to the committee.
- **No way!** (slang)
- **I'd never agree with that.**
- **I'm afraid I can't agree with you.** There might be some other options to take in consideration.
- **Well, to be honest, I don't really believe that** doing this would change the result.
- **On the contrary.** We should call off the meeting to gain some time.
- **It's out of the question.** I'm pretty sure everyone here agrees with me.
- **On the other hand,** doing this would get us in trouble.

Expressions to strongly disagree:

- **I totally disagree with you / this idea.** We better listen to the committee.
- **No way!** (slang)
- **I'd never agree with that.**
- **I'm afraid I can't agree with you.** There might be some other options to take in consideration.
- **Well, to be honest, I don't really believe that** doing this would change the result.
- **On the contrary.** We should call off the meeting to gain some time.
- **It's out of the question.** I'm pretty sure everyone here agrees with me.
- **On the other hand,** doing this would get us in trouble.

Now, read the extract below and, with your teacher, discuss your point of view regarding the event:

A man slaps the French president

The French president Emmanuel Macron was slapped in the face by a man during a visit to a small town in southeast France.

Macron was greeting the public waiting for him behind barriers after he visited a high school that was training students to work in hotels and restaurants.

During the incident, Macron just managed to turn his face away as the aggressor's right hand connected, making it appear that the president took more of a glancing blow than a direct slap. A bodyguard, who was standing right behind Macron, raised his hand in defense of the president; however, he was a **fraction** of a second too late to stop the slap.

French news broadcasters said that police had arrested two people, the man suspected of slapping Macron and another man who filmed a video. Macron didn't comment on the incident.

<https://www.newslevels.com/products/a-man-slaps-the-french-president-level3/>

After discussing with your teacher, write down your point of view using the expressions learned in this lesson:

UNIT 06 – CURIOSITIES-LESSON 22

ENGLISH LANGUAGE FUN FACTS

The English language is a West Germanic language brought to Britain in the 5th – 7th centuries. It is the 3rd most spoken language in the world with 379 million speakers. English is the primary or official language in 55 sovereign states and 27 non-sovereign entities, including the United States, the United Kingdom, Canada, Australia, Ireland, and New Zealand.

Below are some fun facts about the English language you may be surprised by:

- “Go!” is the shortest grammatically correct sentence in English.
- There are 24 different English dialects in the U.S.
- “Goodbye” originated from the Old English phrase “God be with you”.
- The first English dictionary was written in 1755.
- The oldest English word still in use today is “town”.
- Shakespeare is credited with adding 1,700 words to the English language during his lifetime.
- More English words begin with the letter “s” than any other letter.
- No words in English rhyme with “month”, “orange”, “silver” and “purple”.
- Approximately one new word is added to the English language every two hours and around 4,000 new words are added to the English dictionary each year.
- “Queueing” is the only word with five consecutive vowels.
- The shortest and oldest word is “I”.
- English is not the official language of the United States.
- The word “queue” sounds the same even if the last four letters are removed.
- The phrase “long time no see” is a literal translation of a Chinese phrase.
- The word “set” has the most definitions in the dictionary.
- “Pneumonoultramicroscopicsilicovolcanoconiosis” is the longest word. The second longest word in the English language dictionary is ‘Hippopotomonstrosesquippedaliophobia’, which ironically means “the fear of long words”.
- Pilots communicate primarily in English.
- “Bookkeeper” is the only common word with three consecutive double letters.

Another interesting fact about English is its number of speakers. When tallied, the numbers of native speakers and speakers with English as their second language sum up to a massive number. The number of native speakers is about 370 million, and the total amount of English speakers is around 1.35 billion. English is spoken in more than fifty countries around the world.

How about a little bit of English History?

The English language has a long and interesting history. Here’s a quick lesson on the historical periods of the English language:

Old English

The English language came to Britain between the 5th – 7th century A.D. It’s a West Germanic language which was brought over by Anglo-Saxon settlers.

Middle English

Following the Old English period comes the Middle English period, which dates from the 11th century (when the Normans invaded Britain) to the 15th century.

Early Modern English

This is the language that was used by Shakespeare, dating from around 1500. The Early Modern English period brought a change in pronunciation of words with long vowels.

Modern English

The Modern English period is dated from the late 17th century. This is the English that we speak today!



UNIT 06 – CURIOSITIES - LESSON 23

AMERICAN CUISINE

The cuisine of the United States is extremely diverse, owing to the vastness of the continent, the relatively large population (1/3 of a billion people) and the number of native and immigrant influences. Mainstream American culinary arts are similar to those in other Western countries. Wheat and corn are the primary cereal grains. Traditional American cuisine uses ingredients such as turkey, potatoes, sweet potatoes, corn (maize), squash, and maple syrup, as well as indigenous foods employed by American Indians and early European settlers, African slaves, and their descendants.

Iconic American dishes such as apple pie, donuts, fried chicken, pizza, hamburgers, and hot dogs derive from the recipes of various immigrants and domestic innovations. French fries, Mexican dishes such as burritos and tacos, and pasta dishes freely adapted from Italian sources are consumed.

The types of food served at home vary greatly and depend upon the region of the country and the family's own cultural heritage. Recent immigrants tend to eat food similar to that of their country of origin, and Americanized versions of these cultural foods, such as American Chinese cuisine or Italian-American cuisine often eventually appear. Vietnamese cuisine, Korean cuisine and Thai cuisine in authentic forms are often readily available in large cities. German cuisine has a profound impact on American cuisine, especially mid-western cuisine; potatoes, noodles, roasts, stews, cakes, and other pastries are the most iconic ingredients in both cuisines. Dishes such as the hamburger, pot roast, baked ham, and hot dogs are examples of American dishes derived from German cuisine.

Different regions of the United States have their own cuisine and styles of cooking. The states of Louisiana and Mississippi, for example, are known for their Cajun and Creole cooking. Cajun and Creole cooking are influenced by French, Acadian, and Haitian cooking, although the dishes themselves are original and unique. Examples include Crawfish Étouffée, Red beans and rice, seafood or chicken gumbo, jambalaya, and boudin. Italian, German, Hungarian, and Chinese influences, traditional Native American, Caribbean, Mexican, and Greek dishes have also diffused into the general American repertoire. It is not uncommon for a "middle-class" family from "middle America" to eat, for example, restaurant pizza, home-made pizza, enchiladas con carne, chicken paprikash, beef stroganoff, and bratwurst with sauerkraut for dinner throughout a single week.

Soul food, mostly the same as food eaten by white southerners, developed by southern African slaves, and their free descendants, is popular around the South and among many African-Americans elsewhere. Syncretic cuisines such as Louisiana Creole, Cajun, Pennsylvania Dutch, and Tex-Mex are regionally important.

Americans generally prefer coffee to tea, and more than half the adult population drinks at least one cup a day. Marketing by U.S. industries is largely responsible for making orange juice and milk (now often fat-reduced) ubiquitous breakfast beverages. During the 1980s and 1990s, the caloric intake of Americans rose by 24%; and frequent dining at fast food outlets is associated with what health officials call the American "obesity epidemic." Highly sweetened soft drinks are popular; sugared beverages account for 9% of the average American's daily caloric intake.

https://en.wikipedia.org/wiki/Culture_of_the_United_States
https://en.wikipedia.org/wiki/Culture_of_the_United_States

Some interesting facts about American eating habits:

1. In a 2012 study, 52% of Americans believed doing their taxes was easier than figuring out how to eat healthy.
2. At least 1 in 4 people eat some type of fast food every day.
3. The study also revealed some other interesting numbers. Americans ate: 632 lbs. of dairy products (including 31.4 lbs. of cheese), 415.4 lbs. of vegetables (most popular being corn and potatoes), 273 lbs. of fruit, and 183.6 lbs. of meat and poultry.
4. According to the 2012 Food & Health Survey, only 3 in 10 Americans believe that all sources of calories play an equal role in weight gain. Many Americans believe that carbohydrates, sugars, and fats are the key sources for weight gain.
5. Americans consume 31% more packaged food than fresh food.
6. Over 10 billion donuts are consumed in the US every year.
7. 20% of all American meals are eaten in the car.
8. Americans spend 10% of their disposable income on fast food every year.



UNIT 06 – CURIOSITIES - LESSON 24

AMERICAN CULTURE

American culture encompasses the customs and traditions of the United States. It encompasses religion, food, what they wear, how they wear it, their language, marriage, music, what they believe is right or wrong, how they sit at the table, how they greet visitors, how they behave with the loved one.

The United States is the third largest country in the world, with a population of more than 325 million, according to the U.S. Census Bureau. A child is born every 8 seconds, and a person dies every 12 seconds.

In addition to Native Americans, who were already living on the continent, the population of the United States was built on immigration from other countries. Despite recent actions to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the United States every 33 seconds, according to the Census Bureau.

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country since the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The United States is sometimes described as a “melting pot” in which different cultures have contributed with their own distinct “flavors” to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

The way people “melt” in the United States differs. Different groups of immigrants integrate in different ways. For example, in the United States, Catholic Spanish-speaking communities might keep their language and other cultural family traditions but are integrated in the urban community and have embraced the American way of life in many other ways.

The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs. Here is a brief overview of the culture of the United States.

Language

There is no official language of the United States, according to the U.S. government. While almost every language in the world is spoken in the United States, the most frequently spoken non-English languages are Spanish, Chinese, French and German. Ninety percent of the U.S. population speaks and understands at least some English, and most official business is conducted in English. Some states have official or preferred languages. For example, English and Hawaiian are the official languages in Hawaii.

The Census Bureau estimates that more than 300 languages are spoken in the United States. The bureau divides those languages into four categories: Spanish; other Indo-European languages, which includes German, Yiddish, Swedish, French, Italian, Russian, Polish, Hindi, Punjabi, Greek and several others; Asian and Pacific Island languages, including Chinese, Korean, Japanese, Thai, Tamil and more; and “all other languages,” which is a category for languages that didn’t fit into the first three categories, such as Hungarian, Arabic, Hebrew, languages of Africa and languages of native people of North, Central and South America.

Religion

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 71% of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23% had no religious affiliation at all and around 6% of the population is made up of people from non-Christian religions.



UNIT 06 – CURIOSITIES - LESSON 25

INTERESTING FACTS

Mexico City Is the Largest City in North America

When it comes to North America facts relating to cities, there are many famous locations which could be discussed, from Canada's Toronto and Montreal to the USA's New York, Los Angeles or Chicago, to name but a few. However, of all the urban centers in the North American continent, Mexico City is the largest by population. It is estimated that there are 8.85 million people in the city proper, and over 20 million in the greater metropolitan area. Mexico City is the capital of Mexico and an important global city. It is one of the most important financial sectors in North America – in 2011, for example, the city had a gross domestic product (GDP) of \$411 billion. The economy of Mexico City is so enormous that the city alone generates the same wealth as the whole of Peru!

The USA is the 3rd most visited country

The USA is one of the most popular countries to visit, despite the visa requirements. But it's not the most visited as many people think. It ranks number three in the world, after France and Spain, which hold the top two spots. However, it is important to note that the difference between the three is large. To give you an idea, France received 86 million visitors in 2017, and Spain received 81 million, whereas the US welcomed 76 million. The fourth on the list, China, is 16 million international arrivals behind at 60 million. And, When traveling to the USA, you must also know some facts to help you understand the concerns of being there. The US is one of only a few countries to still use the Imperial system. So, think of height in feet, distance in miles, temperature in Fahrenheit, and weight in pounds.

The state of the firsts - Massachusetts

Massachusetts is one of the most historically important states. European explorers began roving the coast as early as in the 11th century. In 1497 and 1498, John Cabot carried through the explorations upon which England based its original claim to North America. In 1620, the Pilgrims, seeking religious freedom, made a brief stop in what later became Provincetown before settling in Plymouth - MA on land belonging to Wampanoag Chief Massasoit. Massasoit ratified the first New England treaty between Europeans and Native Americans in December of 1620.

The Commonwealth of Massachusetts became the sixth state to join the new independent union in 1788. **It was the first state to write and adopt a constitution** (1780), which served as a model for the U.S. Constitution. The Massachusetts Constitution is the oldest still in use in the world.

FAMOUS FIRSTS IN MASSACHUSETTS:

- 1621: First Thanksgiving, Plymouth.
- 1634: First public park in America, Boston Common.
- 1635: First American public secondary school, Boston Latin Grammar School.
- 1636: First American university, Harvard, Cambridge.
- 1638: First American printing press, Cambridge.
- 1639: First free American public school, Boston.
- 1650: First American ironworks, Saugus.
- 1653: First American public library, Boston.
- 1704: First regularly issued American newspaper, The Boston News-Letter.
- 1716: First American lighthouse, Boston Harbor, Hull.
- 1775: First battle of American Revolution, Lexington and Concord.
- 1775: First commissioned ship of U.S. Navy, Beverly.
- 1789: First American novel published, William Hill Brown's "The Power of Sympathy," Worcester.
- 1826: First American railroad, Quincy.
- 1831: First abolitionist newspaper, The Liberator, Boston.
- 1876: First telephone demonstrated by Alexander Graham Bell, Boston.
- 1891: First basketball game, Springfield.
- 1892: First gasoline-powered automobile, Springfield.
- 1898: First American subway system, Boston.
- 1926: First liquid fuel rocket, launched by Dr. Robert Goddard, Auburn.
- 1928: First computer, developed at Massachusetts Institute of Technology, Cambridge.





UNIT 06 - QUARTER TEST VI

CURIOSITIES

A – Answer the questions below according to what you’ve learned in this unit:

1- How many different English dialects are there in the U.S.?

2- When was the oldest English dictionary written?

3- What is the shortest and oldest word in English?

4- How many English Language Periods are there and which are they?

5- Which is the largest city in North America?

6- According to the U.S. Census Bureau, what is the population of the United States of America?

7- When it comes to cooking, what are the states of Louisiana and Mississippi known for?

8- According to the Census Bureau, how many languages are spoken in the United States?

9- Is the United States the most visited country in the world? If not, in which position is it ranked?

10- What is the old version of the expression “Goodbye”?

B – Write a paragraph about the new things you learned in this unit. What did you find surprising or hard to believe? Use your own words.

UNIT 07 – POLITICS - LESSON 26

POLITICS IN THE UNITED STATES

The election of public officials and the balance of power between the three branches of government (executive, legislative, and judicial) carry out democracy in the United States. This system, which makes each branch accountable to the others, restricts the authority of any one branch of the government.

The legislative branch, or Congress (comprised of the House of Representatives and the Senate), writes, amends, and passes bills, which the President, as head of the executive branch, must then sign into law.

The executive branch through the President may veto any bill. If the President does veto a bill, the legislative branch may overturn this action with a two-thirds majority in both legislative houses.

The judicial branch, or Supreme Court, may overturn any law passed by the legislature and signed by the President.

The people elect the executive and legislative branches, while the executive branch appoints the members of the judicial branch, subject to approval by the legislature.

The most prominent election in the United States is that of President. While many people mistakenly believe that the popular vote or the Congress directly elects the President, the Electoral College (whose vote is dictated by the popular vote) officially elects the President. To maintain a balance of power, states elect the legislature separately. Each state elects two representatives to the Senate for six years; only a portion of the Senate seats come up for election every two years. States have a varying number of congressional seats based on population. Thus, for example, California elects more representatives than other Western states because it has a higher population. Population is constitutionally determined through a 10-year national census.

The President appoints the U.S. Supreme Court (the nine-member judicial branch), but both branches of the legislature must approve the President's choices. This appointment is for life to remove the justice system from short-term political influence.

<https://www.cliffsnotes.com/study-guides/sociology/economics-and-politics/politics-in-the-united-states>

The two-party system

"Two predominant political parties comprise the United States government — Republicans and Democrats:

Republicans generally espouse more conservative (or "right-wing") views and support policies to reduce federal regulations, strengthen the military, and boost capitalist endeavors."

"Democrats, on the other hand, generally lean toward more liberal (or "left-wing") opinions and support policies to strengthen social services, protect the environment, and make businesses accountable to their workers' rights.

Although the parties possess different philosophical stances, a continuum exists between them. The United States system is unlike most democracies, which have more than two parties. In multi-party systems, political groups with specialized agendas (such as labor, business, and environment) represent their interests. With the more generalized American system, the two parties must appeal to a broader range of people to be elected. Therefore, both parties work to appear "centrist" — that is, neither too liberal nor too conservative. In this system, third party candidates face great difficulty getting elected. In fact, third-party candidates have only found success at the state and local level. The last time voters elected a third-party president was in 1860 when Abraham Lincoln became President. Yet third-party candidates have begun to influence present-day elections and may prompt an eventual restructuring of the two traditional political parties.

Lobbyists and Political Action Committees (PACs)

Without specific representation in multiple political parties, special interest groups must find alternative methods of getting their voices heard in the legislative process. Many companies and other groups hire professional lobbyists to advocate for their causes.

A lobbyist is someone paid to influence government agencies, legislators, and legislation to the best interests of their clients. Lobbyists may even write the legislation that the legislator presents to a committee or the legislature. Lobbyists represent all industries and interests, including insurance, auto manufacturing, tobacco, environment, women, minorities, education, technology, textiles, farming, and many others. Lobbyists, who are usually lawyers, are often former members of the legislature or have held other government positions. Companies and interest groups hire them because of their influence and access from their former jobs.

UNIT07–POLITICS - LESSON26

POLITICS IN THE UNITED STATES

For example, after spending decades as a Senator from Oregon and leaving office in disgrace over misconduct, Bob Packwood returned to Washington, D.C. as a paid lobbyist for business interests in the Pacific Northwest.

Political Action Committees, or PACs, are special interest groups that raise money to support and influence specific candidates or political parties. These groups may take an interest in economic or social issues and include groups as diverse as the American Medical Association, the Trial Lawyers Association, the National Education Association, and the National Rifle Association. In recent years these groups have proved to be powerful and wealthy forces in elections. They often possess more money than the candidates and can run advertising campaigns that support or oppose the viewpoints or actions of a candidate running for office. They may also heavily influence state or local campaigns for ballot measures. PACs bear much of the responsibility for drastic increases in campaign spending in recent years. Many groups and officials are now calling for restrictions on such spending to limit PACs' influence and maintain a balance of power among all interested constituencies.

The Pluralist and Power-Elite Models of politics

Sociologists recognize two main models when analyzing political structures, particularly in the United States:

The Pluralist Model argues that power is dispersed throughout many competing interest groups and that politics is about negotiation. One gains success in this model through forging alliances, and no one group always gets its own way.

The Power-Elite Model argues the reverse, claiming that power rests in the hands of the wealthy — particularly businesses, government, and the military. These theorists claim that, because power is so heavily concentrated in a few at the top, the average person cannot be heard. In addition, they say that the competitors who are claimed to work as balances simply do not exist. Experts examining these diverse viewpoints recognize substantial research to support both views.

Politics vocabulary

Ballot / Ballot paper (noun): A piece of paper that lists all the options that can be voted for.

Ballot box (noun): The container that is used to hold all the filled ballot papers.

Ballot paper: (noun) A piece of paper that lists all the options that can be voted for (same as ballot).

Big government (noun): An expression to badly describe a government when it's thought of as being too meddling.

Bill (noun): A proposed law before it has been approved by a vote.

Bipartisan (adjective): Said of something that is supported by politicians from two opposite political parties.

By-election (noun) : An election that happens in-between regular elections.

Campaign (noun): What an election candidate does to promote themselves. In their campaigns, candidates participate in events, sell merchandise and publish advertisements.

Candidate (noun): A person who wishes to be elected via a vote.

Caucus (verb): To meet in order to select a candidate to represent a political party.

Challenger (noun): A person who hopes to beat someone in an election.

Challenger (noun): A person who hopes to beat someone in an election.

Constituent (noun): A person that votes in a specific area for a certain group of candidates.

Constitution (noun): The document that states the basic laws that govern a country.

Convention (noun): A gathering of the members of a political party.

Coup d'état (noun): An illegal change of government, often using force and often done by the military.

Delegate (noun) : A person who is chosen or elected to attend an event to represent a larger group of people.

Elect (verb): To choose someone using a vote.

Election (noun): The process of voting to select people to fill a political position.

Electoral register (noun): The list of everyone who lives in an area and can vote in an election.

Electorate (noun): The group of people who are allowed to vote in an election.

Government (noun) : The group in charge of a country or area.

Head of State (noun): The person who leads and represents a country.

Landslide (noun): In an election, landslide means a victory which happened with a large difference of votes in number.

Law (noun): A rule that people must follow when they are in a country, or the complete set of rules that the people must follow.

Nominee (noun): A person who has been selected to stand for political office.

Poll (noun): A survey in which random people are asked their views.

Postal vote (noun): A vote that can be cast using the post rather than visiting a polling station.



UNIT 07 – POLITICS - LESSON 27

VOTING IN THE US

The electoral process — which includes the selection of candidates, the registration of voters, and the voting procedures — varies throughout the United States. Each state has the power to establish some of its own laws regarding voter requirements and the frequency of statewide elections. However, because the national government establishes federal election requirements, many of the states generally adopt the same rules and practices to reduce expenses and avoid the complexity of having two different systems.

Selecting the Candidates

Political parties, which are made up of groups of voters who share similar political views or philosophies, are an important feature of the American political system. Although there are a variety of minor political parties, there are two major ones — the Democratic Party and the Republican Party. Democrats and Republicans nominate most of the candidates who run for public office in the United States.

In most elections, each major party selects a candidate and supports him or her with money, advice, and publicity. Political campaigns increasingly use direct-mail fliers and television advertisements to present the candidates' positions to the electorate. In other words, campaigns let the electorate know how the candidates “stand on the issues.” Because it is expensive to run a campaign, minor parties and independent candidates with smaller funds find it difficult to compete against the major party candidates for votes.

Qualifications Necessary to Run for Office

Qualifications Necessary to Run for Office. Although they don't need to belong to a political party, candidates must meet certain minimum requirements to run for various offices. For example, according to the U.S. Constitution, to serve in the U.S. House of Representatives a candidate must have been a U.S. citizen for at least seven years, be a resident of the state (and usually the district) he or she will represent and be at least 25 years old. To serve in the U.S. Senate, a candidate must have been a U.S. citizen for at least nine years, be a resident of the state he or she will represent and be at least 30 years old. To become president of the United States, a candidate must have lived in the country for at least 14 years, be a natural-born U.S. citizen and be at least 35 years old. If these requirements are not met, a person cannot legally serve, even if elected.

Nominating Procedures

Nominating Procedures. A variety of nominating procedures are used to select candidates in the United States. Usually, any person who wants to run for an elective office must show that he or she has a minimum amount of public support. A potential candidate might have to collect a minimum number of signatures of registered voters to qualify to appear on the ballot. Or a candidate might be nominated by a party caucus, which is an organized group of citizens that represents their party and have the authority to select its candidates. In the case of presidential nominations, states send representatives called delegates to each party's presidential convention. At the convention, the delegates agree on a final candidate and publicly demonstrate their support for that candidate.

If more than one candidate from a single political party runs for the same office, it may be necessary to hold a primary election, which usually takes place several months before a general election. In a primary election, candidates from the same party run against one another to determine which of them will represent the party in the general election. In a closed primary voters may only cast votes for candidates within their own party. In an open primary voters may cast votes for candidates in any party. Some states and local governments may hold a blanket primary, where party affiliations do not appear on the ballot by the candidates' names. This nonpartisan system is commonly used when electing judges.

Qualifications for Voting

States require voters to be U.S. citizens. Traditionally, voters also had to be at least 21 years old. This was based on an old Anglo-Saxon law that considered people adult at 21. The 26th Amendment to the Constitution, ratified (approved) by the states in 1971, officially lowered the voting age to 18 for all elections, state and federal. States also require various periods of residency before voting is permitted.

Until the 1960s, some states required citizens to prove that they could read and write before voting. If an examiner decided a citizen could not read well enough, that citizen was denied the right to vote. In southern states, examiners used these literacy tests unfairly to deny most black people the right to vote. In 1965, Congress passed the Voting Rights Act, which suspended the use of most literacy tests, and several years later the tests were banned permanently.

UNIT 07 – POLITICS - LESSON 27

VOTING IN THE US

Registering the Voters

According to the 26th Amendment to the U.S. Constitution, any U.S. citizen aged 18 or older may vote, the only major exceptions being convicted criminals and the mentally incompetent. But before a citizen can vote, he or she must register (sign up) with the proper authorities (except in North Dakota). In many states, registration takes place through the mail, usually on forms available from the local registrar of voters. In some other states, the person wishing to register must locate the proper public official and appear in person at the proper government office.

Voting Districts

Voting Districts. Each state, county, city, or ward is divided into voting districts called precincts. Citizens register to vote in the precinct where they live.

Voting Procedures

On election day, registered voters go to the polls to vote. This means they appear in person at the official polling place in their precinct. Public schools are often used for this purpose. The polls are open from early in the morning until late in the evening. Members of the armed forces and civilians who are away from home may vote by absentee ballot and don't need to appear in person.



At the polling place, the voter identifies himself or herself and their name is checked off an official list of registered voters. Then, the voter is led to a voting machine or handed a paper ballot, which lists the names of all the candidates from every party. Today, most states use voting machines instead of paper ballots. Voting machines are either mechanical or computerized devices that keep count of the votes for each candidate.

The voter makes his or her selections in a private voting booth. Then either the voting machine automatically records the vote, or the paper ballot (which is folded or otherwise concealed from public view) is deposited in a ballot box.

After all the votes in a precinct have been counted, a public official certifies the results and the winners for that precinct are declared. In state and national elections, each state's secretary of state, who is the official administrator of the state's election laws, must be notified of the results.

Other Types of Elections

Other Types of Elections. Usually, if a candidate receives a majority of the votes, he or she is declared the winner. However, in a race where there may be three or more strong candidates, it is possible that no one will receive a majority of votes. In such a situation, a runoff election may be held several weeks later. The two candidates who received the most votes run against each other again. Unless the election results in an exact tie, one candidate in the runoff will receive a majority of the votes and be declared the winner.

There are several types of elections in addition to primary, general, and runoff elections. Special elections may be held to fill an office whose occupant has died, resigned, or been recalled. An issues election, called a referendum, may be held to decide whether to accept or reject a piece of legislation. A recall election may be held to decide whether an office holder should be removed from office. If the recall election succeeds in removing the elected official, the office may be filled by appointment by the president or governor, or by a special election.

Frequency of Elections

Under the American political system, general elections are held every fall, usually on the Tuesday right after the first Monday in November. The choice of that time of the year for elections dates from the days when America was largely an agricultural society, and farmers were unable to take time to vote until the fall, after the harvests had been gathered.

In the United States, presidential elections are held every four years and congressional elections are held every two years. In congressional elections, the entire House of Representatives and one third of the United States Senate are elected.

UNIT 08 – EDUCATION - LESSON 28

EDUCATION SYSTEM IN THE USA

Education in the United States of America is provided in public, private, and home schools.

State governments set overall educational standards, often mandate standardized tests for K–12 systems and supervise, usually through a board of regents, state colleges, and universities.

The bulk of the \$1.3 trillion in funding comes from state and local governments, with federal funding accounting for only about \$200 billion. Private schools are free to determine their own curriculum and policies, with voluntary accreditation available through independent regional accreditation authorities, although some state regulation can apply.

In 2013, about 87% of school-age children (those below higher education) attended state funded public schools, about 10% attended tuition- and foundation-funded private schools, and roughly 3% were home-schooled.

By state law, education is compulsory over an age range starting between five and eight and ending somewhere between ages sixteen and eighteen, depending on the state. This requirement can be satisfied in public schools, state-certified private schools, or an approved home school program. In most schools, compulsory education is divided into three levels: elementary school, middle or junior high school, and high school. Children are usually divided by age groups into grades, ranging from kindergarten (5 to 6-year-olds) and first grade (6 to 7-year-olds) for the youngest children, up to twelfth grade (17- to 18-year-olds) as the final year of high school.

There is also a large number and wide variety of publicly and privately administered colleges and universities throughout the country. Post-secondary education is divided into college, as the first tertiary degree, and graduate school. Higher education includes extremely wealthy and selective universities, public research universities, private liberal arts colleges, historically black colleges and universities, community colleges, for-profit colleges, and many other kinds and combinations of institutions. College enrollment rates in the United States have increased over the long term. At the same time, student loan debt has also risen to \$1.5 trillion. According to a 2016 report published by the U.S. News & World Report, of the top ten colleges and universities in the world, eight are American (the other two are Oxford and Cambridge, in the United Kingdom).

The United States spends more per student on education than any other country. In 2014, the Pearson/Economist Intelligence Unit rated US education as 14th best in the world. The Programme for International Student Assessment coordinated by the OECD currently ranks the overall knowledge and skills of American 15-year-olds as 31st in the world in reading literacy, mathematics, and science with the average American student scoring 487.7, compared with the OECD average of 493. In 2014, the country spent 6.2 percent of its GDP on all levels of education – 1.0 percentage points above the OECD average of 5.2 percent. In 2017, 46.4 percent of Americans aged 25 to 64 attained some form of post-secondary education. 48 percent of Americans aged 25 to 34 attained some form of tertiary education, about 4 percent above the OECD average of 44 percent. 35 percent of Americans aged 25 and over have achieved a bachelor's degree or higher. The United States ranks 3rd from the bottom among OECD nations in terms of its poverty gap, and 4th from the bottom in terms of poverty rate.



UNIT 08 – EDUCATION - LESSON 29

EDUCATIONAL STAGES

Formal education in the U.S. is divided into a number of distinct educational stages. Most children enter the public education system around ages five or six. Children are assigned into year groups known as grades.

The American school year traditionally begins at the end of August or early in September, after a traditional summer vacation or break. Children customarily advance together from one grade to the next as a single cohort or “class” upon reaching the end of each school year in late May or early June.

Depending upon their circumstances, children may begin school in pre-kindergarten, kindergarten or first grade. Students normally attend 12 grades of study over 12 calendar years of primary/elementary and secondary education before graduating and earning a diploma that makes them eligible for admission to higher education. Education is mandatory until age 16 (18 in some states).

In the U.S., ordinal numbers (e.g., first grade) are used for identifying grades. Typical ages and grade groupings in contemporary, public and private schools may be found through the U.S. Department of Education. Generally, there are three stages: elementary school (K–5th grade), middle school (6th–8th grades) and high school (9th–12th grades).

There is considerable variability in the exact arrangement of grades, as the following table indicates. Many people may not choose to attain higher education immediately after high school graduation, so the age of completing each level of education may vary. The table below shows the traditional education path of a student completing stages from pre-kindergarten up to high school.

Category		School Grade Level	Ages
Preschool education		Pre-kindergarten	3-5
Compulsory education			
Middle school	Elementary school	Kindergarten	5-6
		1st grade	6-7
		2nd grade	7-8
		3rd grade	8-9
		4th grade	9-10
	Junior high school	5th grade	10-11
		6th grade	11-12
		7th grade	12-13
		8th grade	13-14
High school	Senior high school	Freshman/9th grade	14-15
		Sophomore/10th grade	15-16
		Junior/11th grade	16-17
		Senior/12th grade	17-18



UNIT 08 - QUARTER TEST VII

THE USA

A – Answer the questions below according to what you’ve learned in the previous units:

1- What are the three government branches in the USA?

2- What is the two political party system in the USA?

3- What is a lobbyist?

4- How does the voting process works in the USA?

5- What are the qualifications necessary to run for office?

6 What are the minimum requirements for voting in the USA?

7- Is education compulsory in the USA?

8- Education is divided into three levels, which are they?

9- In which position did the Pearson/Economist Intelligence Unit rank the US education in 2014?

10- Can you name the categories of the educational stages in the USA?

B – Write an essay about how education in your country is and what should be changed to make it better:

UNIT 08 – EDUCATION - LESSON 30

HIGHER EDUCATION IN THE US

THE US HIGHER EDUCATION SYSTEM EXPLAINED

If you want to study abroad in America, understanding the US higher education system is vital. Whether you plan to get a bachelor's degree or a master's degree from one of the many universities in the USA, it is important to learn how it works.

What Is the Structure of the US Higher Education System?

As an international student, you may be wondering how colleges and universities fit into the larger US higher education system. After 12th grade, students have two options for post-secondary education: vocational training (typically a year or two, designed for immediate employment in a trade) or higher education (typically a two-year associate's degree or four-year bachelor's degree in an academic program).

What Are the Different Types of Higher Education Institutions in the US? (College vs. University)

In many countries, post-secondary education institutions are called universities. However, in the US, the words college and university are often used interchangeably. Some are even called institutes (e.g., Massachusetts Institute of Technology, California Institute of Technology). Within larger universities in the United States, there are different colleges or schools that represent different academic areas of study (e.g., College of Engineering, School of Business).

State Colleges and Private Colleges

Depending on where you are from, the best colleges or universities may be public or run by the national or regional/state government. But in the United States, the federal government does not manage any college or university. Instead, the governments of the individual 50 states, the District of Columbia, Puerto Rico, and other US territories have the authority to operate, fund, and (in some respects) control public colleges and universities within their boundaries. Alternatively, private colleges can operate on their own, without direct control from state or national governments. For instance, hundreds of private colleges in the US were founded by religious denominations or churches, such as the University of Dayton (affiliated with the Catholic Church) and University of the Pacific (a Methodist university).

Tech Colleges and Community Colleges

While most international students come to the United States for academic programs, some students enroll in technical or vocational colleges designed for job training, like flight school or air traffic control programs. Additionally, another option in American post-secondary education is community college. Community colleges offer low-cost education in local communities and provide workforce preparation or credits toward completing a bachelor's degree.

What Are the Different Education Levels and Degree Types at US Colleges and Universities?

Undergraduate

Studies can start immediately after secondary school. There are two main options: a two-year associate's degree and a four-year bachelor's degree. Generally, associate's degrees are granted at two-year US community colleges, while bachelor's degrees are awarded from four-year colleges and universities. In both cases, students choose a focus for their academic studies called a "major". In addition to courses in a major, students take required core curriculum or general education classes that develop critical thinking and communication skills.

Graduate

Studies are only available to students who have completed a bachelor's degree. In other countries, graduate studies are called post-graduate studies and can take up to five years or more. In the US, the term post-graduate studies can refer to work after a master's degree program, including studies for a doctoral degree. International students who have finished bachelor's degrees in their home countries, the United States, or third countries have two options for their graduate studies in the United States: master's and doctorate (or doctoral) degrees. Master's degrees can require one to two years of study. In the final term of most master's programs, students must complete a thesis (a large, well-documented essay) or a project before they will be awarded the master's degree. The length of doctorate programs will depend on two things:

UNIT 08 – EDUCATION- LESSON 30

HIGHER EDUCATION IN THE US

First, on whether students must first complete a master's degree in a related field, and second, on how long it takes to complete a dissertation.

Generally, if you have finished a master's degree and are then admitted to a doctoral program, the coursework will take two to three years. After finishing doctoral classes, you typically begin work on a dissertation or research paper/project that serves as the focus of your degree studies. With any paper or project, a faculty member will serve as a director or adviser.

In addition to these degree programs, international students may take various other continuing education or certification courses. Some are in addition to degree studies, while others may count toward meeting licensing requirements to work in certain fields.



What Should I Know About Courses of Study and Choosing a Major?

The US education system is designed to teach life skills that will serve students well, no matter which career they choose after graduation. So, students enrolled in colleges or universities will take a variety of courses in order to get a degree.

For many international students, taking courses outside their intended academic field of study is a foreign concept. But US colleges and universities value liberal arts classes in subjects like history, English literature, and foreign language as well as mathematics, social, and natural sciences. These courses are considered important foundations for critical thinking, logical thought, and communications skills.

Majors, Minors, and Concentrations

When starting college or university, international students should not expect to have more than half their total classes in their intended major. Majors represent what students are most interested in learning to prepare for a career in a related field of study or to go on to graduate school.

Minors are other academic focus areas in addition to a major, and typically require half as many classes as a major.

Concentrations are specializations within a given major that allow students to explore a more specific area of study. For example, at the University of South Carolina, the department of history offers regional concentrations (e.g., Latin America, Middle East/North Africa, etc.) as well as 13 different subject areas such as political history, history of slavery, or history of religion.

Accreditation

International students may wonder which US colleges and universities are government-approved. Remember, in America, there is no Ministry of Higher Education, and the federal government does not determine which colleges or universities may operate. In the US education system, there are six regional accreditation groups that enable nearly all public and private nonprofit colleges and universities to operate. Most for-profit private colleges are accredited by national accrediting groups. Within each institution, there may be several academic programs that also have a national program accreditor as well (e.g., ABET, which focuses on the quality of science, technology, engineering, and math — or “STEM” — programs). Program accreditations are signs of academic quality as well.

As international students, you will also need to check if these universities and colleges are legally able to enroll students who want to study abroad in the USA. The Department of Homeland Security (DHS) requires all US colleges and universities to apply for certification (and recertification every two years) in order to issue the I-20 forms that international students use to apply for student visas.

Standardized Tests

International student applicants will most likely need to take at least one type of test to determine English proficiency (e.g., TOEFL, IELTS, PTE Academic, Duolingo, iTEP). SAT or ACT test scores may be required for undergraduate students, while graduate programs may need a GRE or GMAT score to submit an application. Ask in advance: a growing number of undergraduate colleges and graduate departments are now test-optional when it comes to SAT/ACT or GRE/GMAT.

Academic Records

For most colleges in the US education system, your academic records (translated into English) will be the most important piece of the evaluation process. For undergraduate applicants, that means submitting transcripts from every institution you have previously attended: your complete secondary school academic transcripts, external exams, and (for transfer students) any prior colleges or universities. For graduate applicants, it means submitting official copies of undergraduate certificates.

UNIT 09 – SKIMMING & SCANNING - LESSON 31

SKIMMING, SCANNING AND SQ3R

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving. These techniques are really important when you are taking a proficiency test.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues such as headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general, follow these steps:

- Read the table of contents or chapter overview to learn the main divisions of ideas.
- Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.
- Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
- Stop and quickly read the sentences containing keywords indicated in boldface or italics.
- When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
- Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). If you miss any ideas, you may pick them up in a chapter overview or summary later.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

When you skim introductory and concluding paragraphs.

When you skim topic sentences.

When you find an unfamiliar word.

When the material is very complicated.

Scanning for research and study

Scanning also uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

UNIT 09 – SKIMMING & SCANNING - LESSON 31

SKIMMING, SCANNING AND SQ3R

Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least order, for example. If after skimming you decide the material will be useful, go ahead and scan the:

Know what you're looking for. Decide on a few keywords or phrases – search terms, if you will. You will be a flesh-and-blood search engine.

- Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
- Let your eyes float rapidly down the page until you find the word or phrase you want.
- When your eye catches one of your keywords, read the surrounding material carefully.

Scanning to answer questions

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

- Read each question completely before starting to scan. Choose your keywords from the question itself.
- Look for answers to only one question at a time. Scan separately for each question.
- When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- Re-read the question to determine if the answer you found answers this question.

SQ3R - READING/STUDY SYSTEM

SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow the steps below to learn how to glean as much information as possible from the text requirements from any class.

SURVEY

- Read the title – Help your mind prepare to receive the subject at hand.
- Read the introduction and/or summary – Orient yourself to how each chapter fits the author's purposes, and focus on the author's statement of most important points.
- Notice each boldface heading and subheading – Organize your mind before you begin to read and build a structure for the thoughts and details to come.
- Notice any graphics – Charts, maps, diagrams, etc. are there to make a point. Don't overlook them.
- Notice reading aids – Italics, boldface print, chapter objective, and end-of-chapter questions are all included to help you sort, comprehend, and remember.

QUESTION

Turn the boldface heading for each section into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ

Read one section at a time with your questions in mind and look for the answers. Recognize when you need to make up some new questions.

RECITE

After each section, stop and recall your questions and see if you can answer them from memory. If not, look back at the text again (as often as necessary), but don't move to the next section until you can recite the answers from the previous one.

REVIEW

Once you've finished the entire chapter using the preceding steps, go back over the questions you created for each heading. See if you can still answer them. If not, look back and refresh your memory, and then continue.

UNIT 10 – TOEIC-LESSON 32

LISTENING AND READING

There are many proficiency tests in the market and it's important to know which one to take depending on your needs. When it comes to business English, the TOEIC is the most required to prove your English skills. *Let's learn more about this test:*



The TOEIC (Test of English for International Communication) test is an English-language proficiency Test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities.

The TOEIC Listening and Reading Test Format

The TOEIC (Test of English for International Communication) is an English-language proficiency test and contains 100 questions applied by audio.

Listening Section: The Listening section tests how well you understand spoken English. It consists of four parts and contains 100 questions administered by CD. You will be asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English.

Total time: approximately 45 minutes.

Reading Section: The Reading section includes three parts, which test how well you understand written English. You will read a variety of materials and respond at your own pace to 100 questions based on the content of the materials provided to you.

Total time: approximately 75 minutes.

TOEIC® LISTENING SECTION	
PART	Listening Comprehension: 100 items
1	Photographs: 6 questions
2	Question-Response: 25 questions
3	Conversations: 39 questions; 13 conversations with 3 questions each
4	Talks: 30 questions; 10 talks with 3 questions each

TOEIC® READING SECTION	
PART	Reading Comprehension: 100 items
5	Incomplete Sentences: 30 questions
6	Text Completion: 16 questions
7	Single Passages: 29 questions; 10 reading texts with 2–4 questions each
7	Multiple Passages: 25 questions; 5 sets of double or triple passages with 5 questions per set

What score do I need to “pass” the TOEIC Listening and Reading test?

The TOEIC Listening and Reading test is not the kind of test that you “pass” or “fail.” Not every job or task requires the same level of English proficiency. Because it was developed specifically to meet the needs of the workplace, the TOEIC Listening and Reading test measures many levels of ability. It enables test takers to demonstrate what they currently can accomplish in English. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their English improves.

Many companies use the TOEIC Listening and Reading test to set their own score standards based on the levels of English necessary to carry out particular responsibilities. Your company may require employees to have a minimum TOEIC score due to the corresponding level of English that is needed on the job. Many companies offer English Language training to help their employees reach target TOEIC scores, which reflect specific levels of proficiency based on professional need.

Also, academic institutions may use certain cut scores to place students in the appropriate English Language course in their training program or for exit exam purposes.

UNIT 10 – TOEIC – LESSON 32

TIPS ON HOW TO ACE THE TEST

TOEIC aspirants can prepare for the test by enhancing their English skills. It tests four parameters of the language, which are: listening, writing, reading and speaking. Aspirants have to prepare for each aspect to score well on the test.

To prepare themselves for the **Listening and Reading tests**, aspirants must be in close contact with the language. They should listen to songs, news and podcasts and also read articles, novels and even social media posts in English.

Spoken English can be practiced by reading texts aloud and chatting in English with friends and colleagues.

Those who aim to get a good grade in the TOEIC must practice answering exam-oriented questions that may come in the test.

Find below some preparation tips to nail the test.

How to Prepare for the TOEIC?

Listening to words used in movies, radio, television, news, online broadcasts and songs in English attentively will help you understand the accents and pronunciations within the language. Also focus on the rhythm and stress patterns of spoken English.

Reading books, novels, newspapers and social media content in English is very helpful in learning the grammar, punctuation and framing of sentences. It also enhances your vocabulary and understanding of the proper use of words.

Try to speak English with your acquaintances. In the beginning, just aim on making English habitual and later focus on its fluency, pronunciation and adequate use.

Writing short passages on basic topics such as the city you live in or what you want to become in the future will give your writing preparation a good start. Write short and simple sentences using direct language. Try to use correct grammar and always ask an English teacher or expert to evaluate your writing.

Listening test – Listen to the recording very carefully. Listen to it like a story so that you can remember it.

Write down certain information like names and dates as you hear them, as they can be asked in the test. You must practice your listening skills before showing up for the test.

Reading test – It is the easiest test among all the tests. Read the text in question very carefully and try to understand it in the best relevant sense.

It can be a time-consuming test, however, a trick to save time is to go through questions first, and then read the text so the answer will catch your attention on its own.

Always answer questions by referring to the text – it should serve as an evidence to your answer.

Speaking test – It is considered to be the toughest test but if you practice spoken English, you will easily get a good grade.

- Practice reading texts aloud at home.
- Frame and speak simple and short sentences during the test.
- Your idea should be conveyed to the evaluator exactly as you mean it.
- Don't worry about the accent as it does not matter. However, grammar and pronunciation do matter.

Writing test – Before beginning to write the answer, read the question carefully. It will indicate you the right way to frame the passage.

- Never write a negative view about any topic or picture in question.
- You can address the issue if required, but conclude with a solution or its positive aspect.
- Use short and simple sentences, which reduces the occurrence of grammatical errors.
- Before submitting your response, proofread it once to check for any mistakes or missing points.

UNIT 10 – TOEIC – LESSON 33

READING TEST SAMPLE

In this lesson we brought some samples of the TOEIC Reading test. The reading test measures your comprehension ability as well as grammar skills.

Section II: Reading

In the Reading test, you will read a variety of texts and answer several different types of reading comprehension questions. The entire Reading test will last 75 minutes. There are three parts, and directions are given for each part. You are encouraged to answer as many questions as possible within the time allowed.

You must mark your answers on the separate answer sheet. Do not write your answers on your test book.

Part 5: Incomplete Sentences

Directions: A word or phrase is missing in each of the following sentences. Four answer choices are given below each sentence.

Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

SAMPLE QUESTIONS

101. Customer reviews indicate that many modern mobile devices are often unnecessarily

- (A) complication
- (B) complicates
- (C) complicate
- (D) complicated

103. Gyeon Corporation's continuing education policy states that _____ learning new skills enhances creativity and focus.

- (A) regular
- (B) regularity
- (C) regulate
- (D) regularly

105. All clothing sold in Develyn's Boutique is made from natural materials and contains no _____ dyes.

- (A) immediate
- (B) synthetic
- (C) reasonable
- (D) assumed

SAMPLE QUESTIONS

102. Jamal Nawzad has received top performance reviews _____ he joined the sales department two years ago.

- (A) despite
- (B) except
- (C) since
- (D) during

104. Among _____ recognized at the company awards ceremony were senior business analyst Natalie Obi and sales associate Peter Comeau.

- (A) who
- (B) whose
- (C) they
- (D) those

Part 6: Text Completion

Directions: Read the texts that follow. A word or phrase is missing in some of the sentences. Four answer choices are given below each of the sentences. Select the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

SAMPLE QUESTIONS (Questions 131–134 refer to the following e-mail.)

To: Project
Leads From:
James Pak

Subject: Training Courses
To all Pak Designs project leaders:

In the coming weeks, we will be organizing several training sessions for ____ (131) employees. At Pak Designs, we believe that with the proper help and support from our senior project leaders, less experienced staff can quickly ____ (132) a deep understanding of the design process. ____ (133), they can improve their ability to communicate effectively across divisions. When employees at all experience levels interact, every employee's competency level rises and the business overall benefits. For that reason, we are urging experienced project leaders to attend each one of the interactive seminars that will be held throughout the coming month. ____ (134) Thank you for your support.

James Pak
Pak Designs

UNIT 10 – TOEIC – LESSON 33

READING TEST SAMPLE

131. (A) interest
(B) interests
(C) interested
(D) interesting

133. (A) After all
(B) For
(C) Even so
(D) At the same time

132. (A) develop
(B) raise
(C) open
(D) complete

134. (A) Let me explain our plans for on-site staff training.
(B) We hope that you will strongly consider joining us.
(C) Today's training session will be postponed until Monday.
(D) This is the first in a series of such lectures

Part 7: Reading Comprehension

Directions: In this part you will read a selection of texts, such as magazine and newspaper articles, e-mails, and instant messages. Each text or set of texts is followed by several questions. Select the best answer for each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

SAMPLE QUESTIONS

Questions 147–148 refer to the following advertisement.

Used Car For Sale. Six-year-old Carlisle Custom. Only one owner. Low mileage. Car used to commute short distances to town. Brakes and tires replaced six months ago. Struts replaced two weeks ago. Air conditioning works well, but heater takes a while to warm up. Brand new spare tire included. Priced to sell. Owner going overseas at the end of this month and must sell the car. Call Ghorbani at (848) 555-0132.

147. What is suggested about the car?
(A) It was recently repaired.
(B) It has had more than one owner.
(C) It is very fuel efficient.
(D) It has been on sale for six months

148. According to the advertisement, why is Ms. Ghorbani selling her car?
(A) She cannot repair the car's temperature control.
(B) She finds it difficult to maintain.
(C) She would like to have a newer model.
(D) She is leaving for another country.



Questions 152–153 refer to the text message chain on the left.

152. What is suggested about Mr. Bach?
(A) He has been to Kansai more than once.
(B) He currently works in Beijing.
(C) He is on a business trip.
(D) He works for Fly Right Airlines.

153. At 12:15, what does Mr. Otani mean when he writes, "Sure thing"?
(A) He has confirmed the arrival time of a flight.
(B) He is certain he will be able to find a parking place.
(C) He agrees to wait at the door near the customs area.
(D) He knows Mr. Bach must pass through customs.

UNIT 10 – TOEIC – LESSON 34

SPEAKING AND WRITING

The TOEIC Speaking and Writing tests include tasks that people might perform in work-related situations or in familiar daily activities that are common across cultures. The tests assess English-language speaking and writing proficiency and do not require test takers to have specialized knowledge of business.



The Speaking test responses are digitally recorded and sent to ETS's Online Scoring Network (OSN) where they are scored by certified ETS raters. The Speaking test includes six different task types. The first four task types (Questions 1–9) are rated on a scale of 0 to 3 and the last two task types (Questions 10–11) are rated on a scale of 0 to 5. The sum of all ratings is converted to a scaled score of 0 to 200.

The Writing test responses are also sent to ETS's Online Scoring Network (OSN), where they are scored by certified ETS raters. The Writing test includes three different task types. The first task type (Questions 1–5) is rated on a scale of 0 to 3, the second task type (Questions 6–7) is rated on a scale of 0 to 4, and the last task type (Question 8) is rated on a scale of 0 to 5. The sum of all ratings is converted to a scaled score of 0 to 200.

Speaking Test Directions

This is the TOEIC Speaking test. This test includes 11 questions that measure different aspects of your speaking ability. The test lasts approximately 20 minutes.

Question	Task	Evaluation Criteria
1–2	Read a text aloud	• pronunciation • intonation and stress
3	Describe a picture	all of the above, plus • grammar • vocabulary • cohesion
4–6	Respond to questions	all of the above, plus • relevance of content • completeness of content
7–9	Respond to questions using information provided	all of the above
10	Propose a solution	all of the above
11	Express an opinion	all of the above

For each type of question, you will be given specific directions, including the time allowed for preparation and speaking. It is to your advantage to say as much as you can in the time allowed. It is also important that you speak clearly and that you answer each question according to the directions.

It's important that you are aware of your weaknesses and try to improve them. Things you might want to focus on could be your grammar, fluency or pronunciation. Another way to improve your English-speaking ability is to expand your vocabulary. The good thing about focusing on learning new words is that you also improve your reading, listening and writing skills at the same time.

UNIT 10 – TOEIC – LESSON 34

SPEAKINGSAMPLE

Questions1–2:Read atextaloud

Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

"If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

Question 3: Describe a picture

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.

Scoring Guide for Questions 3:



SCORE	RESPONSE DESCRIPTION
3	The response describes the main features of the picture. • The delivery may require some listener effort, but it is generally intelligible. • The choice of vocabulary and use of structures allows coherent expression of ideas.
2	The response is connected to the picture, but meaning may be obscured in places. • The delivery requires some listener effort. • The choice of vocabulary and use of structures may be limited and may interfere with overall comprehensibility.
1	The response may be connected to the picture, but the speaker's ability to produce intelligible language is severely limited. • The delivery may require significant listener effort. • The choice of vocabulary and use of structures is severely limited OR significantly interferes with comprehensibility.
0	No response OR no English in the response OR the response is completely unrelated to the test.

UNIT 10 – TOEIC – LESSON 34

WRITINGSAMPLE

The TOEIC Writing section consists of 8 questions and has a time limit of approximately 60 minutes.

The first five questions will ask you to write a short sentence describing a picture. The key factors when describing the pictures are to give a sentence that's relevant to the picture and to write with proper grammar.

The two following questions will ask you to respond to a written request. The most important factors when answering the written request will be how well you're able to demonstrate your vocabulary knowledge and write a response that answers the request made.

The final question will ask you to write an opinion essay. Always support your opinion with examples on which your opinion is based. Organize your opinion essay with an introduction, body paragraph and conclusion.

TOEIC Writing Practice Tips

- Practice your writing skills based on TOEIC questions before taking the exam.
- Practice summarizing articles and work on paraphrasing and switching up your vocabulary when writing.
- Write opinion essays on topics that are familiar to you, remember to support your opinion with examples and evidence.
- Write a summary of an article within a 30-minute set time limit.
- Improve your vocabulary and practice applying it to your writing.
- Use phrases that give the reader an idea on what section of the essay they are reading. For example, a common phrase to write in the introduction paragraph is "on one hand".
- Join communities that discuss topics you are interested in.

Question 8: Opinion Essay

In this part of the test you will be asked to write an opinion essay in which you state, explain, and support your opinion with reasonable arguments. You will have 30 minutes to plan and write your essay. Leave a little time to proofread and edit your essay. Your essay should be 4-5 paragraphs in length. It will be rated in terms of organization, grammar, vocabulary, and coherence.

Sample Question: Some companies block their employees from using social media networks and websites such as Facebook. Do you think managers should trust employees to use time wisely, or do you think it is smart of companies to block access to some sites? Provide reasons and examples to support your opinion.

Example of an essay

"The average workday is seven to eight hours long. How much of this time is spent working? People who work on computers have many distractions due to the Internet. Some companies have been forced to restrict usage of certain sites, such as Facebook and Twitter due to concerns about productivity. It is a wise decision to remove these Internet temptations.

A boss is not a babysitter. Though some people only log onto Facebook or surf the Internet on their own time, other people cannot resist temptation. Having rules about Internet use is not enough. Some employees cannot stand to be stuck in their offices without social interaction. If they need a short break, they should be encouraged to stand up and stretch. Unlike chatting to friends on Facebook, this type of activity increases productivity. By blocking certain social sites from a system, the boss need not waste time monitoring those who cannot follow rules.

When time is wasted online it is the company that pays for the loss. Employees on salary still get paid no matter how productive they are. Those who waste time may not get raises or bonuses, but they still get a paycheck. It is only the employer that loses out when time is wasted online. Employers should not feel guilty about restricting Internet access. If surfing the Internet and sending out Tweets is not part of one's job description, these activities take away from true duties.

Some employees have lost their jobs because they wrote something online against their own company. It is too easy to press send, post, or publish these days. Preventing employees from using certain websites actually protects the employees as well.

There are many honest workers who can be trusted at work. They only check Facebook or Twitter during their break time or lunch, and they don't post any information that could damage the company's (or their own) reputation. Unfortunately, there are always a handful of workers who cannot be trusted. By eliminating the temptation, employers can prevent any problems related to Internet abuse in the workplace."

UNIT 11 – TOEFL – LESSON 35

TOEFL IBT

The Test of English as a Foreign Language (TOEFL) is a standardized test to measure the English language abilities of non-native speakers wishing to enroll in English-speaking universities. The test is accepted by more than 11,000 universities and other institutions in over 150 countries. TOEFL is one of the two major English-language tests in the world, the other being the IELTS.



TOEFL is a trademark of the Educational Testing Service (ETS), a private non-profit organization, which designs and administers the tests. ETS issues official score reports which are sent independently to institutions and are valid for two years following the test.

There are 3 editions for the test. There's TOEFL iBT (internet based test), CBT (computer based test) and PBT (paper based test). Nowadays, the iBT is the most taken and required.

The TOEFL iBT test measures the English-language skills important for effective communication in an academic setting. It consists of 4 sections: Reading, Listening, Speaking, and Writing. The test is about 3 hours long, and all sections are taken on the same day.

The TOEFL iBT test uses integrated tasks that require test takers to combine skills just as they would in a real academic setting. The integrated questions ask test takers to:

Read, listen and then speak in response to a question. Listen and then speak in response to a question.

Read, listen and then write in response to a question.

Test Format

The following chart shows the possible number of questions and the timing for each section of the test. The time limit for each section varies according to the number of questions. Every test contains either a longer Reading section or a longer Listening section.

Test Section	Number of Questions	Timing
Reading	3–4 passages, 10 questions each	54–72 minute
Listening	3–4 lectures, 6 questions each 2–3 conversations, 5 questions each	41–57 minutes
BREAK—10 Minutes		
Speaking	4 tasks: 1 independent and 3 integrated	17 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

About Test Scores

Score Scales

The TOEFL iBT test provides scores in 4 skill areas:

Reading 0–30
Listening 0–30

Speaking 0–30
0–30

Writing 0–30

Total Score 0–120 (The total score is the sum of the 4 section scores.)

What's a Good TOEFL Score?

There isn't a specific score to "pass" the test. Your required TOEFL score depends on your university's score averages and minimums. Also, keep in mind that each program or school may require a specific TOEFL minimum per section and that minimum may vary by section. Studying thoroughly will aid you in increasing your score, as will diagnostic mock exams.

Get going on your own rigorous course of study right away to attain the score you need, want, and deserve to attend the school

of your dreams.

UNIT 11 – TOEFL – LESSON 36

STRATEGIES FOR TAKING THE TEST

GENERAL STRATEGIES FOR TOEFL STUDY

One of the most useful tools in language instruction is the concept of immersion, in which the student uses only the language being studied to communicate for a specific period of time (usually an entire class). TOEFL preparation can accommodate this strategy with respect to all four areas of the test. Watching films in English can be helpful for the listening section of the TOEFL, while **reading newspapers in English** can help with TOEFL reading skills (both of these strategies allow students to infer a great deal of information from context). For TOEFL speaking, test-takers can get together with other students and hold **conversations only in English**. Everyday activities can be used to practice TOEFL writing, such as e-mails, shopping lists, birthday cards, or other personal communication. It is a good idea to devote some time each day to immersion in the English language, which will help build the exact functional English capabilities that are evaluated on the TOEFL. Research shows that learning is best accomplished in small increments, since this approach allows the brain to process and consolidate new knowledge. When taking the test itself, it is important to manage time effectively. Do not agonize over the answer to any single question, because this can be a waste of time that will harm scores far more than one incorrect answer. Adequate rest and nutrition in the days leading up to the test will help ensure that students are not distracted by physical discomfort.

TOEFL iBT READING STRATEGIES

Students who perform well on the TOEFL iBT reading section have a large vocabulary, **understand conventions of English grammar and punctuation**, and have a **strong command of the structure** of written texts in terms of the organization of ideas. The development of these skills requires reading many different types of texts, especially those that relate to the academic subjects commonly studied at the undergraduate level (e.g., science, history, or literature). Some tutors suggest the use of vocabulary flash cards to build knowledge of English words. While reading, students should practice separating factual information from arguments or assertions, and they should try to understand how evidence supports claims. It may also be helpful to write down important facts included in reading passages, which will also help reinforce writing skills.

TOEFL iBT LISTENING STRATEGIES

The most important skills for the TOEFL iBT listening section include understanding connections between different pieces of information, recognizing the role of tone of voice and intonation in spoken communication, being able to rank the relative importance of spoken ideas, and synthesizing all aspects of spoken lectures or conversations. Audio or video recordings of almost any type are helpful for practice, such as videos on websites, radio or TV programs, commercials, or lecture recordings. Students should attempt to engage with a variety of spoken material that concerns the major subjects included in university general education requirements.

TOEFL iBT SPEAKING STRATEGIES

For many students, correct pronunciation presents the most significant obstacle to strong performance on the TOEFL iBT speaking section. This is a crucial skill, because pronunciation can easily be the difference between clear communication and incomprehensibility. Most test-takers find it helpful to repeat lines aloud when listening to audio or watching video in English, paying special attention to issues such as word emphasis and tone of voice. It is also essential to practice conversations with English speakers who are either native or fluent. Choose topics that require the expression of personal experiences and opinions, such as the events of the day, favorite subjects, or descriptions of family members.

TOEFL iBT WRITING STRATEGIES

Test-takers who succeed on the TOEFL iBT writing section are capable of writing essays with strong ideas, coherent organization, and standard use of English grammar. Practice writing commentary on reading passages that includes important facts and main points. After becoming more skilled at writing in English, students can practice writing their own opinion essays on political issues, historical events, their favorite subjects, or their own experiences. Focus on using evidence to support opinions, because this is an important skill for TOEFL writing. Student efforts in the other TOEFL areas will be helpful to writing skills. This is intentional on the part of the test's creators, who wish to help students demonstrate the ability to combine and synthesize English-language abilities.

Although the TOEFL doesn't have a grammar section, it tests your grammar knowledge in all four parts (speaking, writing, reading, and listening) of the exam. In order to achieve success on the test, you must know all verb tenses, definite and indefinite articles, pronouns (object, subject, possessive, reflexive...), order of adjectives, linking words, prepositions and so on.

UNIT 11 – TOEFL – LESSON 37

READING TEST SAMPLE

In this lesson you'll be shown a sample of the official TOEFL Reading test.

Reading Section Overview

The Reading section measures your ability to understand academic passages written in English. You will read one passage and answer questions about it. In the actual TOEFL iBT® test, you would have 20 minutes to read the passage and answer the questions. Test takers with disabilities can request a time extension.

Directions: Read the passage. Give yourself 20 minutes to complete this practice set.

The Geologic History of the Mediterranean

In 1970 geologists Kenneth J. Hsu and William B. F. Ryan were collecting research data while aboard the oceanographic research vessel Glomar Challenger. An objective of this particular cruise was to investigate the floor of the Mediterranean and to resolve questions about its geologic history. One question was related to evidence that the invertebrate fauna (animals without spines) of the Mediterranean had changed abruptly about 6 million years ago. Most of the older organisms were nearly wiped out, although a few hardy species survived. A few managed to migrate into the Atlantic. Somewhat later, the migrants returned, bringing new species with them. Why did the near extinction and migrations occur?

Another task for the Glomar Challenger's scientists was to try to determine the origin of the domelike masses buried deep beneath the Mediterranean seafloor. These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean?

With questions such as these clearly before them, the scientists aboard the Glomar Challenger proceeded to the Mediterranean to search for the answers. On August 23, 1970, they recovered a sample. The sample consisted of pebbles of hardened sediment that had once been soft, deep-sea mud, as well as granules of gypsum [1] and fragments of volcanic rock. **Not a single pebble was found that might have indicated that the pebbles came from the nearby continent.** In the days following, samples of solid gypsum were repeatedly brought on deck as drilling operations penetrated the seafloor. Furthermore, the gypsum was found to possess peculiarities of composition and structure that suggested it had formed on desert flats. Sediment above and below the gypsum layer contained tiny marine fossils, indicating open ocean conditions. As they drilled into the central and deepest part of the Mediterranean basin, the scientists took solid, shiny, crystalline salt from the core barrel. Interbedded with the salt were thin layers of what appeared to be windblown silt.

The time had come to formulate a hypothesis. The investigators theorized that about 20 million years ago, the Mediterranean was a broad seaway linked to the Atlantic by two narrow straits. Crustal movements closed the straits, and the landlocked Mediterranean began to evaporate. Increasing salinity caused by the evaporation resulted in the extermination of **scores** of invertebrate species. Only a few organisms especially tolerant of very salty conditions remained. As evaporation continued, the remaining brine (salt water) became so dense that the calcium sulfate of the hard layer was precipitated. In the central deeper part of the basin, the last of the brine evaporated to precipitate more soluble sodium chloride (salt). Later, under the weight of overlying sediments, this salt flowed plastically upward to form salt domes. Before this happened, however, the Mediterranean was a vast desert 3,000 meters deep. Then, about 5.5 million years ago came the deluge.

As a result of crustal adjustments and faulting, the Strait of Gibraltar, where the Mediterranean now connects to the Atlantic, opened, and water cascaded spectacularly back into the Mediterranean. Turbulent waters tore into the hardened salt flats, broke them up, and ground them into the pebbles observed in the first sample taken by the Challenger. As the basin was refilled, normal marine organisms returned. Soon layers of oceanic ooze began to accumulate above the old hard layer.

The salt and gypsum, the faunal changes, and the unusual gravel provided abundant evidence that the Mediterranean was once a desert.

¹ gypsum: a mineral made of calcium sulfate

UNIT 11 – TOEFL – LESSON 37

READING TEST SAMPLE

Directions: Answer the questions.

1. Which of the following is NOT mentioned in paragraph 1 as a change that occurred in the fauna of the Mediterranean?

- A) Most invertebrate species disappeared during a wave of extinctions.
- B) A few hardy species wiped out many of the Mediterranean's invertebrates.
- C) Some invertebrates migrated to the Atlantic Ocean.
- D) New species of fauna populated the Mediterranean when the old migrants returned.

2. What does the author imply by saying "Not a single pebble was found that might have indicated that the pebbles came from the nearby continent"?

- A) The most obvious explanation for the origin of the pebbles was not supported by the evidence.
- B) The geologists did not find as many pebbles as they expected.
- C) The geologists were looking for a particular kind of pebble.
- D) The different pebbles could not have come from only one source.

3. Select the TWO answer choices from paragraph 3 that identify materials discovered in the deepest part of the Mediterranean basin. To receive credit, you must select TWO answers.

- A) Volcanic rock fragments
- B) Thin silt layers
- C) Soft, deep-sea mud
- D) Crystalline salt

4. What is the main purpose of paragraph 3?

- A) To describe the physical evidence collected by Hsu and Ryan
- B) To explain why some of the questions posed earlier in the passage could not be answered by the findings of the Glomar Challenger
- C) To evaluate techniques used by Hsu and Ryan to explore the seafloor
- D) To describe the most difficult problems faced by the Glomar Challenger expedition

5. According to paragraph 4, which of the following was responsible for the evaporation of the Mediterranean's waters?

- A) The movements of Earth's crust
- B) The accumulation of sediment layers
- C) Changes in the water level of the Atlantic Ocean
- D) Changes in Earth's temperature

6. The word "scores" in the passage is closest in meaning to

- A) members
- B) large numbers
- C) populations
- D) different types

7. According to paragraph 4, what caused most invertebrate species in the Mediterranean to become extinct?

- A) The evaporation of chemicals necessary for their survival
- B) Crustal movements that connected the Mediterranean to the saltier Atlantic
- C) The migration of new species through the narrow straits
- D) Their inability to tolerate the increasing salt content of the Mediterranean

Reading techniques will be helpful in this task.

UNIT 11 – TOEFL – LESSON 37

READING TEST SAMPLE

8. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4?

Incorrect choices change the meaning in important ways or leave out essential information.

- A** The Strait of Gibraltar reopened when the Mediterranean and the Atlantic became connected and the cascades of water from one sea to the other caused crustal adjustments and faulting.
- B** The Mediterranean was dramatically refilled by water from the Atlantic when crustal adjustments and faulting opened the Strait of Gibraltar, the place where the two seas are joined.
- C** The cascades of water from the Atlantic to the Mediterranean were not as spectacular as the crustal adjustments and faulting that occurred when the Strait of Gibraltar was connected to those seas.
- D** As a result of crustal adjustments and faulting and the creation of the Strait of Gibraltar, the Atlantic and Mediterranean were connected and became a single sea with spectacular cascades of water between them.

9. In paragraph 2 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

“Thus, scientists had information about the shape of the domes but not about their chemical composition and origin.”

Where would the sentence best fit?

(A) Another task for the Glomar Challenger’s scientists was to try to determine the origin of the dome-like masses buried deep beneath the Mediterranean seafloor. (B) These structures had been detected years earlier by echo-sounding instruments, but they had never been penetrated in the course of drilling. (C) Were they salt domes such as are common along the United States Gulf Coast, and if so, why should there have been so much solid crystalline salt beneath the floor of the Mediterranean? (D)

- A Option A
B Option B
C Option C
D Option D

10. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

An expedition to the Mediterranean answered some long-standing questions about the ocean’s history.

-
-
-

Answer Choices

- A** The Glomar Challenger expedition investigated changes in invertebrate fauna and some unusual geologic features.
- B** Researchers collected fossils to determine which new species migrated from the Atlantic with older species.
- C** Scientists aboard the Glomar Challenger were the first to discover the existence of dome-like masses underneath the seafloor.
- D** Samples recovered from the expedition revealed important differences in chemical composition and fossil distribution among the sediment layers.

UNIT 11 – TOEFL – LESSON 38

SPEAKING TEST SAMPLE

Speaking Practice - Question 1:

Independent Speaking Practice (Explain a Choice): Question

Directions: You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

“Some people enjoy taking risks and trying new things. Others are not adventurous; they are cautious and prefer to avoid danger. Which behavior do you think is better?”

Command: answer the question and explain your answer.

Preparation Time: 15 seconds

Response Time: 45 seconds



Independent Speaking Practice (Explain a Choice): Response Tips

To respond to this particular question, you should clearly state what your opinion is: do you think it is better to take risks or to be cautious? Then you should give reasons to support your opinion. If you take the position that you think it is better to take risks and try new things, you might give an example of a time when you or someone you know took a risk and was rewarded.

The example should have good details, and the relationship between the example and your opinion should be clear. If you take the position that it is better to be cautious, you might give an example of a situation where being cautious is beneficial. You might continue to develop the response by contrasting what would happen in this situation if a risk were taken.

Keep in mind that there is no correct answer to this question. Either behavior can be supported with examples. The important part of this task is to make sure that you state your opinion and develop your response with good examples and relevant details.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubrics.

Write down your response and then practice with your teacher:



UNIT 11 – TOEFL – LESSON 38

SPEAKING TEST SAMPLE

Integrated Speaking Practice (Academic): Lecture and Question

Directions: Read the transcript.

Professor Today, we'll talk about how companies determine the initial price for their products, by that I mean, when they first introduce a product in the market. There are different approaches, and today we'll discuss two of them. They are quite different ... each with their own advantages.

One approach or strategy sets the initial price of the product high, followed by a lower price at a later stage. Why? Well, ... when introducing a new product, companies want to build a high-quality image for it. Products that cost more are believed to be of higher quality. So, during the early stages of the product life cycle, companies can make very high profits from consumers willing to pay more for a high-quality product, and although consumers know that prices will eventually go down, they're also willing to pay more to get the product sooner. This approach works very well with ... oh ... innovative, high-tech products, for example. Now just think about when video recorders, or ... video cameras ... or even cell phones ... first came out.

They were very expensive, but then they became much more accessible. Another very common strategy sets an initial price low. Now this happens when the market is already saturated with the product and the strategy is to undercut its competitors. Say, there's a newly starting computer maker trying to gain market share. So what do they do? Well, they offer a computer at an affordable price, lower than existing brands. By doing this, the company appeals to new consumers who weren't probably even interested in getting a computer and ... well, of course ... to existing consumers who might now be tempted to switch brands. Now, how does this company make profits with its low-priced computer? Well, one thing that's often done is to encourage their customers to buy accessories also manufactured by them, like printers, or software, for example.

Directions: Give yourself 20 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

Using the points and examples from the lecture, explain the two pricing strategies described by the professor.

"Preparation Time: 20 seconds

Response Time: 60 seconds"

Write down your response and then practice with your teacher:

UNIT 11 – TOEFL – LESSON 39

WRITING TEST SAMPLE

TOEFL iBT WRITING SECTION SUMMARY

On the TOEFL iBT writing section, students must complete two written essays. Total section timing is 50 minutes, which is divided into a 20-minute segment for an integrated writing task and a 30-minute block for an independent writing task. Human graders trained by ETS read all essays, which are assessed on a scale of 0 to 5 (on score reports, this is called a “task rating”). Test-takers also receive a scaled writing section score of 0 to 30 along with brief and general comments on both essays. The primary criteria used by graders to evaluate essays are development, organization, and language use.

IMPORTANT TOEFL iBT WRITING SKILLS

While preparing for the iBT writing section, test-takers should focus primarily on developing the ability to address the relevant tasks in concise fashion. Pay special attention to answering the specific questions asked within the suggested essay word counts (students will not be rewarded for excessively long essays; in fact, they will almost certainly be penalized for too much irrelevant content). It is also crucial for students to practice writing essays within the iBT writing section time constraints. The most successful essays are coherently structured, articulately developed, and correct in terms of the conventions of written English. Graders are mainly concerned with essay content, and it is possible to earn a high score in spite of a few spelling or grammar mistakes if the test-taker accurately explains the most important points associated with the essay. The taking of notes is allowed while completing the iBT writing section, and students may therefore outline their essays before writing the actual text.

Writing Practice Set 1 (Integrated): Passage, Lecture, and Question

Directions: Give yourself 3 minutes to read the passage.

Reading Time: 3 minutes

In an effort to encourage ecologically sustainable forestry practices, an international organization started issuing certifications to wood companies that meet high ecological standards by conserving resources and recycling materials. Companies that receive this certification can attract customers by advertising their products as “eco certified.” Around the world, many wood companies have adopted new, ecologically friendly practices in order to receive eco certification. However, it is unlikely that wood companies in the United States will do the same, for several reasons.

First, American consumers are exposed to so much advertising that they would not value or even pay attention to the eco certification label. Because so many mediocre products are labeled “new” or “improved,” American consumers do not place much trust in advertising claims in general.

Second, eco certified wood will be more expensive than uncertified wood because in order to earn eco certification, a wood company must pay to have its business examined by a certification agency. This additional cost gets passed on to consumers. American consumers tend to be strongly motivated by price, and therefore they are likely to choose cheaper uncertified wood products. Accordingly, American wood companies will prefer to keep their prices low rather than obtain eco certification.

Third, although some people claim that it always makes good business sense for American companies to keep up with the developments in the rest of the world, this argument is not convincing. Pursuing certification would make sense for American wood companies only if they marketed most of their products abroad. But that is not the case—American wood businesses sell most of their products in the United States, catering to a very large customer base that is satisfied with the merchandise.

UNIT 11 – TOEFL – LESSON 39

WRITING TEST SAMPLE

Directions: Read the transcript

Professor Well, despite what many people say, there's good reason to think that many American wood companies will eventually seek eco certification for their wood products. First off, consumers in the United States don't treat all advertising the same. They distinguish between advertising claims that companies make about their own products and claims made by independent certification agencies. Americans have a lot of confidence in independent consumer agencies. Thus, ecologically minded Americans are likely to react very favorably to wood products ecologically certified by an independent organization with an international reputation for trustworthiness.

Second point—of course it's true that American consumers care a lot about price—who doesn't? But studies of how consumers make decisions show that price alone determines consumers' decisions only when the price of one competing product is much higher or lower than another. When the price difference between two products is small—say, less than five percent, as is the case with certified wood—Americans often do choose on factors other than price. And Americans are becoming increasingly convinced of the value of preserving and protecting the environment.

And third, U.S. wood companies should definitely pay attention to what's going on in the wood business internationally, not because of foreign consumers, but because of foreign competition. As I just told you, there's a good chance that many American consumers will be interested in eco certified products. And guess what, if American companies are slow capturing those customers, you can be sure that foreign companies will soon start crowding into the American market, offering eco certified wood that domestic companies don't.

Directions: Give yourself 20 minutes to plan and write your response. Your response is judged on the quality of the writing and on how well it presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words. You may view the reading passage while you respond.

Response time: 20 minutes

Question: Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

Write down your response and then grade it with your teacher:

UNIT 11 – TOEFL – LESSON 39

WRITING TEST SAMPLE

Writing Practice Set 1 (Integrated):ResponseTips

What is important to understand from the lecture is that the professor disagrees with the points made in the reading, namely that American consumers mistrust advertising, that they are unwilling to pay extra for eco certified products, and that American companies do not need to compete in parts of the world where eco certification is valued.

In your response, you should convey the reasons presented by the professor for why eco certification of wood should be adopted by U.S. companies. A high-scoring response will include the following points made by the professor that cast doubt on the points made in the reading:

Point made in the reading	Counterpoint made in the lecture
Because American consumers have come to distrust frequently used advertising claims such as 'new' or 'improved', they won't pay attention to or trust the eco certified label..	American consumers do pay attention to claims about products when those claims are made by independent consumer agencies.
Since eco certification adds to the cost of a product, Americans would be unlikely to buy eco certified products and would choose cheaper, uncertified product	This is true only if there is a big price difference between two similar products; if an eco certified product costs only about five percent more, American consumers would accept this in order to buy the product that is better for the environment.
Because American companies sell their products mainly in the U.S., they do not need to compete in the rest of the world where eco certification is desired by consumers.	American companies must be ready to compete with foreign companies that will soon be selling eco certified products in the U.S. market.

Find below some words and expressions that could be helpful when writing your essay:

TO SHOW TIME RELATIONSHIPS

Immediately
Then
Later
Afterwards
After
Before
While
During
As soon as
As Sometimes
Last
Frequently
When
Once
Often
Often times
Since

TO SHOW CONTRAST / MAKE AN EXCEPTION

Some may argue that
Although
Even though
Whereas
Instead
In contrast
On the one hand
On the other hand
However
In spite of
Despite
Unlike
On the contrary
But
Yet

TO EMPHASIZE

Above all
Obviously
Clearly
Evidently
Actually
In fact
Certainly
Definitely
Extremely
Indeed
Absolutely
Positively
Surprisingly
Unquestionably
Without a doubt
Objectively

UNIT 12 – IELTS – LESSON 40

INTRODUCTION

The International English Language Testing System, or IELTS, is an international standardized test of English language proficiency for non-native English language speakers. It is jointly managed by the British Council, IDP: IELTS Australia and Cambridge Assessment English, and was established in 1989. IELTS is one of the major English-language tests in the world.



IELTS is accepted by most Australian, British, Canadian, European, Irish and New Zealand academic institutions, by over 3,000 academic institutions in the United States, and by various professional organizations across the world.

No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all test takers with a score from "band 1" ("non-user") to "band 9" ("expert user") and each institution sets a different threshold. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that they have worked to maintain their level.

IELTS characteristics

IELTS Academic and IELTS General Training are designed to cover the full range of abilities from non-users to expert users. The **Academic version** is for test takers who want to study at tertiary level in an English-speaking country or seek professional registration. The **General Training version** is for test takers who want to work, train, study at a secondary school or migrate to an English-speaking country.

The difference between the Academic and General Training versions is the content, context and purpose of the tasks. All other features, such as timing allocation, length of written responses and reporting of scores are the same.

IELTS Academic and General Training both incorporate the following features:

- IELTS tests the ability to **listen, read, write** and **speak** in English.
- The speaking session is also recorded for monitoring and for re-marking in case of an appeal against the score given.
- A variety of accents and writing styles have been presented in test materials in order to minimize linguistic bias. The accents in the listening section are generally 80% British, Australian, New Zealander and 20% others (mostly American).
- IELTS is developed by experts at Cambridge English Language Assessment with input from item writers from around the world. Teams are located in the US, Great Britain, Australia, New Zealand, Canada and other English-speaking nations. Band scores are used for each language sub-skill (Listening, Reading, Writing, and Speaking). The Band Scale ranges from 0 ("Did not attempt the test") to 9 ("Expert User").

from 0 ("Did not attempt the test") to 9 ("Expert User").

Listening, Reading and Writing are completed in one sitting. The Speaking test may be taken on the same day or up to seven days before or after the other tests.

UNIT 12 – IELTS – LESSON 41

READING TIPS

Reading is the second part of the IELTS test and takes 60 minutes. It consists of three or sometimes four reading passages of increasing difficulty, and there is a total of 40 questions to answer. Though you can mark and write on the Question Paper, you must enter your answers on the Reading answer sheet and be aware that **no extra time is given for transferring your answers from the test booklet to the Reading answer sheet.**

The Academic and General Training Reading tests are graded to the same level. However, because the texts in the Academic Reading test are more challenging overall than those in the General Training test, more questions need to be answered correctly on a General Training Test to receive the same grade.

IELTS Reading Tips

1. Don't expect to understand every word

Many students have been taught to look up every word they don't understand in a dictionary. The theory behind this is good, as a wide vocabulary is key to getting a good score in the IELTS test. However, worrying about all the words you don't understand in the Reading exam is one of the worst things you can do. Using skimming and scanning in this section is crucial for a good score.

2. Practice your reading skills, NOT your IELTS skills

The IELTS Reading texts can be a little boring, and you are more likely to read regularly if you read about something you are interested in. Reading a little for pleasure every day will not only improve your English skills but also improve your vocabulary. There are many sources where you can find texts to read and practice. Practice makes perfect.

3. Read the instructions VERY carefully

So many easy marks are lost by good IELTS candidates because they fail to read the instructions properly. This is especially true in the Reading and Listening tests because they give very specific instructions. If you don't follow the instructions precisely, you will get the question wrong.

For example, the instructions might state 'write no more than two words and/or a number'. This can mean:

One number

One word

One word and a number

Two words

Two words and a number

Even if a number is written as a word it counts as a number (e.g., Thirty-two is counted as 32). 'Thirty-two cars' is one word and a number.

4. Don't panic

Some of the questions will be easy and some will be extremely difficult. The key is not to panic when trying to answer a difficult one. The wrong thing to do is to spend a large amount of time on a question and fail to spend enough time on the rest of the questions. If the answer does not present itself, move on to the next. You can always come back to the difficult questions later, and answering the other questions will often help you.

5. It's really a vocabulary test

In many ways, the Reading test is more of a vocabulary test than a Reading test. They will use synonyms and paraphrase sentences to test how wide your vocabulary is. As mentioned in tip number 2, reading is the best way to improve your vocabulary. Memorizing lists of words is not as effective as seeing words in context. When you see a new word that you don't understand, guess the meaning from context. This means that you try to guess the meaning based on the words and sentences around it. You will be expected to do this in the exam, so it is a good idea to get to practicing now. Only when you have done that should you check the meaning.

UNIT 12 – IELTS – LESSON 41

READING TIPS

Next, you should put all of your newwords on a special IELTS vocabularynotebook. Record not only the meaning but also things like synonyms, antonyms, collocations, forms, examples, pronunciation and pictures. You don't have to write down all of these things, just the ones that work for you. All our brains work differently, so find out what helps you remember vocabulary and use it.

Finally, there is no point in recording all this new vocabulary if you don't review it. After putting all the effort into looking up the meaning and recording everything on a notebook, it will be a waste of time if you don't look at it regularly. A good tip is to revise the new vocabulary one week after first studying, then two weeks later and, finally, a month later. Test yourself by covering up the meanings or trying to think of a sentence with the new words.

By following these steps, you will soon have a notebook full of words that you will remember and be able to use effectively in all sections of the IELTS test.

Timing is crucial

If you spend too much time on one question, you will leave less time for the other questions. On the other hand, if you try to do the test too quickly, you will miss information and may get confused.

You should try to get each section finished in 20 minutes. This breaks down to 16-17 minutes to read and answer the questions and 3-4 minutes transferring and checking your answers. Everyone reads and answers questions at different speeds and styles.

First, practice slowly, and then fast

Don't put too much pressure on yourself and take time to reflect on how to answer specific question types, spot patterns in questions and how to answer them. Write down common vocabulary and notice how much time you spend answering certain questions. You should really focus on your mistakes and figure out why you were wrong and then improve. This is a slow process and should be prioritized.

Once you have practiced several tests slowly, you can then practice them under exam conditions.

Be careful when transferring your answers

In the test, you will be asked to transfer your answers to an answer sheet. A common mistake is to spend too much time on reading and answering questions and leaving very little time to transfer the answers. It is only natural that silly mistakes are made when people are under pressure.

You can practice with an IELTS answer sheet and see how much time it takes you to transfer the answers. This will allow you to familiarize yourself with the process and have confidence on test day.

Leave no blanks

This might seem like one of the most obvious IELTS Reading tips, but you would be surprised to know how many people leave questions in blank.

CHECK QUESTION GRAMMAR

Be extra careful with the grammar at the beginning of the questions. Pay special attention to negative structures because they totally change the question. If you are not careful enough, you may end up answering inversely with all your gathered confidence. The beginning of a command is very important.

UNIT 12 – IELTS – LESSON 42

READING SAMPLE

Here is just a sample of one of the Academic Reading tests. When taking it, remember to look for keywords with techniques taught before.

This is an extract from an Academic Reading passage on the development of rockets. The text preceding this extract explored the slow development of the rocket and explained the principle of propulsion.

The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilization. It is probable that, some time in the tenth century, black powder was first compounded from its basic ingredients of saltpeter, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 meter long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as a flying saber', which could be fired from crossbows. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5 m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the center of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilized by a 1.5 m tail. It was fired using two rockets attached to either side of this tail.

It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as 'an iron envelope about 200 millimeters long and 40 millimeters in diameter with sharp points at the top and a 3 m long bamboo guiding stick'. In the early nineteenth century, the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one meter in diameter and having a stick almost five meters long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behavior of the rockets in flight was less than predictable.

Questions 7 – 10

Look at the following items (Questions 7-10) and the list of groups below.

Match each item with the group which first invented or used them.

Write the correct letter A-E in boxes 7-10 on your answer sheet.

NB: You may use any letter more than once.

7. black powder
8. rocket-propelled arrows for fighting
9. rockets as war weapons
10. the rocket launcher

First invented or used by

- A the Chinese
- B the Indians
- C the British
- D the Arabs
- E the Americans

UNIT 12 – IELTS – LESSON 42

READING SAMPLE

This second sample simulates a General Reading task. Read the instructions below:

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 4-8 on your answer sheet.

4. What has been found in some Fancy Foods products?

5. Where can you find the batch number on the jars?

6. How much will you receive for an opened jar of contaminated Chicken Curry?

7. If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?

8. What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

IMPORTANT NOTICE: PRODUCT RETURN

Fancy Foods wishes to inform the public that pieces of metal have been found in some jars of Fancy Foods Chicken Curry (Spicy). The batches of the jars involved have numbers from J6617 to J6624. The batch number is printed on the bottom of each jar.

If you have any jars with these batch numbers, please return them (preferably unopened) to the supermarket where you purchased them. You can also return them to the factory (Fancy Foods Retailers, Blacktown). Fancy Foods will pay \$10 for each jar returned unopened and \$5 for each jar already opened.

No payment will be made for empty jars, which do not need to be returned. However, the Retailing Manager will be interested to hear from people who have consumed chicken curry from any of the above batch numbers. In particular, it will be helpful if they can give information about the place of purchase of the product.

Jars of Fancy Foods Chicken Curry (Coconut) and Fancy Foods Chicken Curry (Mango) have not been affected and do not need to be returned.

REWARD

Fancy Foods will pay a reward of \$10,000 to \$50,000 for information which leads to the conviction of any person found guilty of placing metal pieces in its products. If you have such information, please contact the Customer Relations Manager, Fancy Foods Retailers, Blacktown.

UNIT 12 – IELTS – LESSON 43

WRITING SAMPLE

The Academic and General English tests assess your writing skills. The tasks are slightly more demanding and you will need to demonstrate a good level of vocabulary and grammar. You will also need to organize your thoughts into an essay.



The Writing test takes 60 minutes. There are two tasks to complete.

Task 1: It requires candidates to write at least 150 words. It is suggested that about 20 minutes should be spent on Task 1.

Task 2: This task requires at least 250 words and should take about 40 minutes. Task 2 contributes twice as much as Task 1 to the Writing score.

Responses must be given on the Writing answer sheet and must be written in full. Notes are not acceptable as answers. Responses to both tasks must be written in an academic or semi-formal/neutral style.

Test takers may write on the question paper, but it cannot be taken from the test room.

In Task 1, test takers are asked to describe some visual information (like a graph, table, chart or diagram) in the form of a written summary, in their own words.

Depending on the type of input and the task suggested, test takers are assessed on their ability to:

- Organize, present and possibly compare data.
- Describe the stages of a process or procedure.
- Describe an object or event or sequence of events.
- Explain how something works.

In Task 2, test takers are presented with a point of view, argument or problem and are assessed on their ability to:

- Present the solution to a problem.
- Present and justify an opinion.
- Compare and contrast evidence, opinions and implications.
- Evaluate and challenge ideas, evidence or an argument.

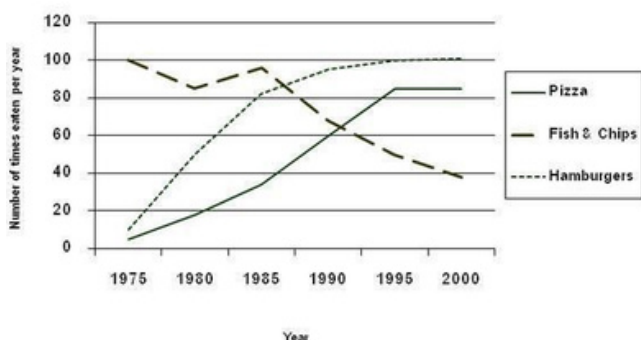
Topics are of general interest and suitable for test takers entering undergraduate or postgraduate studies or seeking professional registration.

Test takers should support their ideas with evidence based on their own knowledge or experience.

Below there's a sample of a task 1 test to practice.

To solve it, you'll need to analyze a line graph. Look at the following question and at the graph.

Consumption of Fast Food by Australian Teenagers



You should spend about 20 minutes on this task.

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

UNIT 12 – IELTS – LESSON 43

WRITING SAMPLE

There are three basic things you'll need to structure your answer an IELTS Writing task 1:

- Introduce the graph.
- Give an overview.
- Give the detail.

We'll look at each one of these and practice our writing skills.

Introduce the Graph
You need to begin with one or two sentences that state what the IELTS Writing task 1 shows. To do this, paraphrase the title of the graph, making sure to put in a time frame if there is one.

Here is an example for the line graph seen above:

"The line graph illustrates the amount of fast food consumed by teenagers in Australia between 1975 and 2000, a period of 25 years."

You can see this says the same thing as the title, but in a different way.



Give an Overview

You also need to state what the main trend or trends in the graph are. Don't give details such as explicit data here – you are just looking for something that describes what is happening overall.

One thing that stands out in this graph is that one type of fast food fell over the period, whilst the other two increased, so this would be a good overview.

Here is an example:

"Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased."

This covers the main changes that took place over the whole period. You may sometimes see this overview as a conclusion. It does not matter if you put it in the conclusion or the introduction when you do an IELTS Writing task 1, but you should provide an overview on one of these paragraphs.

Give the Detail

You can now give more specific details in the body paragraphs. The key to organizing your body paragraphs for an IELTS Writing task 1 is to group data together where there are patterns. To do this you need to identify any similarities and differences.

Look at the graph – what things are similar and what things are different? As we have already identified in the overview, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

So it is clear that pizza and hamburgers were following a similar pattern, but fish and chips were different. On this basis, you can use these as your 'groups', and focus one paragraph on fish and chips and the other one on pizza and hamburgers.

Here is an example for the first paragraph in this section:

UNIT 12 – IELTS – LESSON 43

WRITING SAMPLE

“In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40 times per year.”

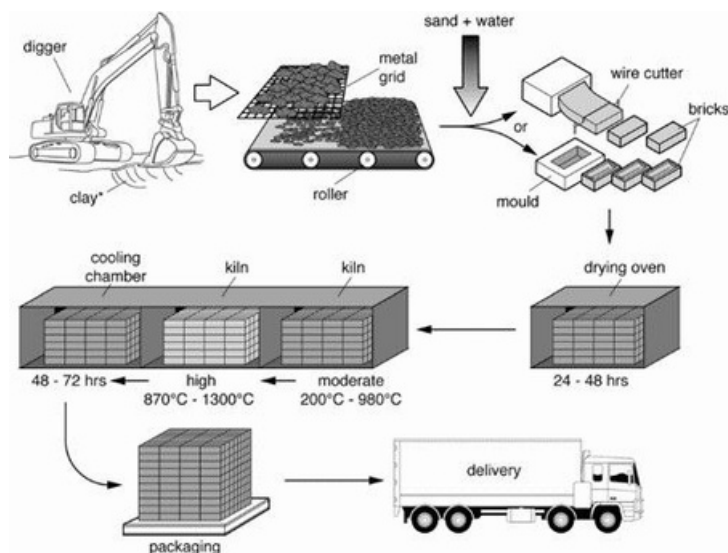
As you can see, the focus is on fish and chips. This does not mean you should not mention the other two foods, as you should still make comparisons of the data as the questions asks. The second paragraph in the body then focuses on the other foods:

“In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then leveled off from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1970’s and 1980’s, exceeding fish and chips consumption in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.”

Now, using the tips learned in this lesson, follow the directions below and write an essay (minimum of 150 words) on the diagram presented.

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



UNIT 12 – IELTS – LESSON 44

SPEAKING TEST - INTRODUCTION

Test format – Speaking

11–14 minutes



The speaking section assesses your use of spoken English. Every test is recorded.

- Part 1 - the examiner will ask you general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. This part lasts between four and five minutes.
- Part 2 - you will be given a card which asks you to talk about a particular topic. You will have one minute to prepare before speaking for up to two minutes. The examiner will then ask one or two questions on the same topic.
- Part 3 - you will be asked further questions about the topic in Part 2. These will give you the opportunity to discuss more abstract ideas and issues. This part of the test lasts between four and five minutes.

MARKING AND ASSESSMENT

Speaking performances are assessed by certificated IELTS examiners. All IELTS examiners hold relevant teaching qualifications and are recruited as examiners by the test centers and approved by the British Council or IDP: IELTS Australia.

Scores are reported in whole and half bands. Detailed performance descriptors have been developed which describe spoken performance at the nine IELTS bands.

Fluency and coherence

This refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.

Lexical resource

This criterion refers to the range of vocabulary used and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocution (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical range and accuracy

This refers to the range and the accurate and appropriate use of the test takers' grammatical resources. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of the mother language's influence.

When you take the speaking test face to face, you need to show confidence, be friendly, show excitement, expand your answers instead of just answering "no" or "yes". Also, expand your vocabulary to show that you have a great knowledge of the subject.

UNIT 12 – IELTS – LESSON 45

SPEAKING TEST - PRACTICE

Below are some possible questions you might be asked in the IELTS Speaking test. Practice these with your teacher in order to do well and mark a high score:

NAME

1. Who gave you your name?
2. Does your name have any particular (or special) meaning?
3. Do you like your name?
4. In your country, do people feel that their name is very important?
5. Would you like to change your name?
6. Is it easy to change your name in your country?
7. Who usually names babies in your country?
8. Do you have any special traditions about naming children?
9. What names are most common in your hometown?



STUDY/WORK

1. Do you work or are you a student?
2. Is that a popular subject in your country?
3. What are the most popular subjects in your country?
4. Why did you choose that university?
5. What are your favorite classes/courses/subjects at university?



HOMETOWN

1. What's (the name of) your hometown (again)?
2. Is that a big city or a small town?
3. Please describe your hometown a little.
4. How long have you been living there?
5. Do you like your hometown?
6. Do you like living there?
7. What do you like (most) about your hometown?
8. Is there anything you dislike about it?
9. Do you think you will continue living there for a long time?

ACCOMMODATION

1. In what kind of housing/accommodation do you live?
2. Do you live in a house or a flat?
3. Who do you live with?
4. How long have you lived there?
5. Do you plan to live there for a long time?
6. What's the difference between where you are living now and where you have lived in the past?
7. Can you describe the place where you live?
8. In which room does your family spend most of the time?
9. What do you usually do in your house/flat/room?
10. Are the transport facilities to your home good?
11. Do you prefer living in a house or in a flat?
12. Please describe the room in which you live.



There are many other subjects that could be asked about, such as: the weather, television, punctuality, holidays, museums, leisure time, sports, food, school, etc.

UNIT 13 – CAMBRIDGE–LESSON 46

CPE – CAMBRIDGE TEST INTRODUCTION

C2 Proficiency, formerly known as Cambridge English: Proficiency (CPE), is one of the Cambridge English Qualifications. It is the highest-level qualification – proof that you are a highly competent speaker of English.



A C2 Proficiency qualification shows the world that you have mastered English to an exceptional level. It proves you can communicate with the fluency and sophistication of a highly competent English speaker.

Preparing for and passing the exam means you have the level of English that's needed to study or work in a very senior professional or academic environment, for example on a postgraduate or PhD programme.

C2 Proficiency is made up of four papers developed to test your English skills. You can see exactly what is in each paper below.

Paper	Content	Purpose
Reading and Use of English (1 hour 30 minutes)	7 parts 53 questions	Shows you can deal confidently with different types of text, such as fiction and non-fiction books, journals, newspapers and manuals.
Writing (1 hour 30 minutes)	2 parts	Requires you to be able to write a variety of text types, such as essays, reports and reviews.
Listening (about 40 minutes)	4 parts 30 questions	Requires you to be able to follow and understand a range of spoken materials, such as lectures, speeches and interviews.
Speaking (16 minutes per pair of candidates)	3 parts	Tests your ability to communicate effectively in face-to-face situations.

According to the CEFR English levels, to reach a C2 level of English, a student should study about 1,500 hours of the language and needs to know between 8,000 to 10,000 words. In order to reach out these numbers, a plan of study must be done using the 4 skills of the language, which means, speaking, listening, reading and writing.

UNIT 13 – CAMBRIDGE – LESSON 47

CPE – READING SAMPLE

PAPER 1 - READING AND USE OF ENGLISH

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

0 A related B coupled C associated D accompanied

0	☐ A	☐ B	☒ C	☐ D
---	-------------------------	-------------------------	------------------------------------	-------------------------

THE RAVEN

"A very large fierce black bird, the raven has always been (0) C with evilomen. But the myths and stories that surround ravens also take account of their unusual intelligence, their ability to (1)___ sounds and voices and the way they seem to (2)___ up a situation. The fact is, people have never known quite how to (3)___ the raven. In many northern myths he was creator of the world, bringer of daylight, but also an aggressive trickster. Many traditional stories turn on the unpleasant ways in which Raven gets the (4)___ of a human adversary.

Legend (5)___ it that when there are no more ravens in the Tower of London, the monarchy will fall. In the seventeenth century King Charles II (6)___ that at least six ravens should always be kept in the Tower. Today there are seven; six to preserve the monarchy, and a seventh in (7)___ . To the amusement of tourists, the ravens are officially enlisted as defenders of the kingdom, and, as is the (8)___ with soldiers, can be dismissed for unsatisfactory conduct."

- | | | | | | | | | |
|---|---|--------------|---|-----------|---|--------------|---|----------|
| 1 | A | fake | B | mimic | C | mirror | D | simulate |
| 2 | A | size | B | match | C | eye | D | catch |
| 3 | A | put | B | work | C | pick | D | take |
| 4 | A | best | B | most | C | better | D | good |
| 5 | A | holds | B | states | C | has | D | keeps |
| 6 | A | decreed | B | compelled | C | required | D | enacted |
| 7 | A | substitution | B | reserve | C | continuity | D | standby |
| 8 | A | truth | B | issue | C | circumstance | D | case |

UNIT 13 – CAMBRIDGE – LESSON 47

CPE – READING SAMPLE

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

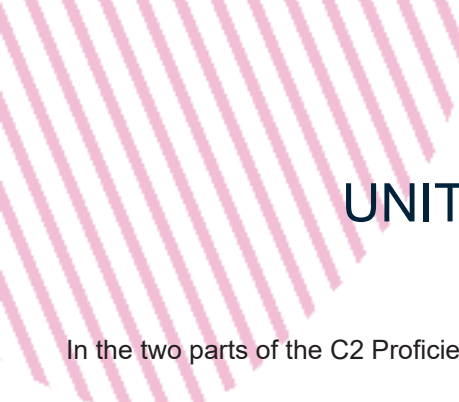
Example:

0	O	N	E															
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THE GREATEST ICE-SKATING COMEDIAN EVER

Werner Groebli was undoubtedly (0) ONE one of the most famous ice-skating comedians of all time. But even to his many fans the name will mean nothing. They knew him as Frick – from the ice-skating partnership Frick and Frack – a skater with an outstanding ability to combine complex skills with zany and contorted body positions that often had audiences (9) _____ stitches. Good (10) _____ to be Swiss junior skating champion, Groebli nevertheless got more (11) _____ of fooling around, ridiculing, as he put (12) _____, ‘the pomposity of professional skaters’.

Frick and Frack were praised for their grace, comic timing and daring acrobatics. (13) than depending on falls or costumes to get laughs, the duo were celebrated for taking the traditional elements of figure skating and distorting them into amazing feats that left audiences enthralled. One crowd favourite involved Frack throwing Frick an invisible rope, (14) _____ which point he would slowly glide forward as though (15) pulled. (16) was ‘the farmer’, in which the duo would skate as if sitting on a bouncing tractor seat.



UNIT

In the two parts of the C2 Proficiency

PAPER 2 - WRITING

Read the two texts below.

Write your answer in **240–280 words**.

Compared to what it used to be; the world has become a relatively safe place; life is no longer a dangerous adventure. Instead, it is dull, dull, dull. Now that many of us no longer face real danger, we pretend it's there. We get our thrills from imagining the world is more dangerous than it is. Newspapers and news bulletins contribute to this, giving people the impression that even as they huddle in their armchairs, they are really up against raw and frightful threats.

We hear stories over and over again about the people who reach the end of their lives and regret the fact that they never took any risks, that they never challenged life and stepped out and tried something that was beyond their current existence. If people take care of every possible outcome of risk before they're willing even to take it, they turn the risk into a calculated venture, and try to control it, losing most of the potential benefit of taking the risk. Risk can make us more mature, wiser and stronger.

[illegible]

UNIT 13 – CAMBRIDGE – LESSON 48

CPE – WRITING SAMPLE

Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in **280–320 words** in an appropriate style.

2. A cultural magazine is running a series on the educational value of historical films. It has invited readers to send in reviews of films which taught them about a period of history. You decide to send in a review. Your review should briefly describe the film and explain in what ways it interested you in the historical period concerned.

Write your review.

3. A college magazine has asked you to contribute to a series of articles in which people talk about sports and leisure-time activities for new students. The article should say briefly which clubs/activities you considered and opted for and describe whether you think it is easy enough for new students to find clubs and activities which interest them.

Write your **article**.

4. You recently attended a training course which was exceptionally good. Now you have decided to write a letter directly to the course leader. Say why the course was exceptional, why it was particularly suitable for you and how you are benefiting from it now.

Write your **letter**.

5. Write an answer to **one** of the following two questions based on **one** of the titles below. Write **5(a)** or **5(b)** at the beginning of your answer.

Note: In the exam, the question on set texts will have two options – one on each of the set texts. You will be asked to choose one of these options.

Write your answer:



UNIT 13 – CAMBRIDGE – LESSON 48

CPE – WRITING SAMPLE ANSWERS

In this section you will check on some samples which could be possibly written.

Part 1

Sample answer 1

The theme common to both texts is that humans need some risk in their lives.

In Text 1, the writer observes that the element of risk and danger in life has been greatly reduced in the modern world. To compensate for this, it argues, we actively seek risk and even invent it when it isn't really there. In my view, there is some truth in this. We do live in very safety-conscious times and our lives are very regulated. So some people seek risk in, say, virtual games and extreme sports. But I must point out that this depends very much where one lives and there are many countries in the world where the threat of violence and danger is only too real. People from these countries would not take the same view at all, so I think this writer is very insular.

The writer's own view on risk isn't really explicit in the extract, but in Text 2 there is a stronger authorial voice. Text 2 goes further, presenting a very positive view of risk as something we should all try to experience as it is beneficial to us. It seems to imply that embracing risk can lead to a richer life. It also makes the point that some people are risk-averse, because they don't like to feel out of control.

Text 2 is more psychological. It seems to be urging people to 'let go' and just see what happens to them in their lives. I am not sure whether this is really appropriate advice, but I would agree to some extent, because the times when I took a risk and did something adventurous have given me confidence in my life and good memories.

On balance, therefore, Text 2 seems more relevant to my own situation.

Part 2

Sample answer

*If history isn't a particular interest or strong point for you, it may be that films can bring it to light in a way that will catch your attention. For myself this was certainly the case with *The King's Speech*. My knowledge of British history in the 1940s*

is poor: I recognize the names George VI, Edward VIII and Mrs. Simpson, also Winston Churchill; now having seen the film, I can tell you something about them.

The film tells the story of how the King overcome his stutter, thanks to the persistence of a highly unorthodox therapist. Their growing friendship is the main interest in the film, but there's also a lot of interesting history in the background. It is essential the King should lose his stutter because he has to address the British people in time of war – the first monarch to do so by radio. The film also brought home to me how the British people wanted strong leadership from their monarch – we see huge crowds cheering him outside the palace.

Elsewhere in the film we see George's father, King George V, in his final year of life. He comes across as an irritable man unable to express his love for his two sons. The eldest son becomes King Edward VIII, and he is shown as a rather nasty individual who mocks his brother's stutter. Soon afterwards Edward declares his intention to abdicate, as he wants to marry Mrs. Simpson, an American divorcee. So, a new king is needed – but he can't speak in public!

As you would expect in a movie, there is some exaggeration of character, and the film has been criticized over a historical fact. Apparently, in real life, Prime Minister Churchill tried to convince King Edward not to abdicate; in the film he is critical of Edward. However, this does not spoil a wonderfully inspiring and educational film.

UNIT 13 – CAMBRIDGE – LESSON 48

CPE – WRITING SAMPLE ANSWERS

Part 2 Sample answer 3

I suppose I'm quite a shy individual, and in my first couple of weeks at the college, it became clear to me that joining a couple of clubs was a good way of meeting people. But not only that, it was also a way of ensuring that I had another life outside studying. The obvious thing for me was choir and I went along to some practice sessions. However, it wasn't something you could do casually, and the commitment required was quite a heavy one. I also went along to the hockey club trials, but didn't get selected. By accident, really, I stumbled across a less competitive activity – the badminton and table tennis society is much more of a social thing and two friends of mine introduced me to it.

My own experience, of stumbling across something serendipitously, is probably fairly typical. From talking to others, I've formed the view that there is no shortage of information for new students, but that it is all quite disparate. For example, I got information on activities from the college prospectus, the freshmen's fair and the noticeboards. But many of the written notices aren't in the main location; for example, the football club posts everything at its clubhouse. Of course, most of the big clubs run websites and the information on these is very good and very accurate, but there isn't a single, coordinated web operation, where all contact details are in one place.

There has been much talk of developing a central website, but as yet it's not clear who should undertake this time-consuming task. It would also be beneficial if the website gave some indication of the kind of level and commitment required – this would lead to less 'trial and error' for students searching for a suitable activity.

Part 2 Sample answer 4

Dear Mr. Vaysey,

I trained with you in the spring on your in-house course for trainee travel representatives. The course exceeded my expectations and has subsequently proved extremely useful to me, so I wanted to take the opportunity to thank you personally.

After leaving college I attended training courses in other sectors and had been rather disappointed by them. But this course had been very well thought out and presented, and the enthusiasm of the two tutors was infectious. I would single out Sue Harper's module on administration for special praise – the part on how to do reports and keep accurate computer records was first class.

As someone who had no relevant experience, I was rather nervous about the prospect of having to give presentations to new guests. But the tutors reassured me that I could do it and gave me a lot of personal attention to boost my confidence. Being recorded doing this in front of the other students was a great idea and I learnt a lot about body language and voice control from seeing and hearing myself on screen. I recall also doing some challenging role plays to simulate what can happen with difficult guests! At the time this seemed a bit like 'acting', but this too has turned out to be very useful.

I'm happy to say that I've now completed my first full summer working at Travel Med's holiday complex in Lagoa, Portugal and have every intention of repeating the experience next year. The job was as varied as I'd been led to expect and I found it really enjoyable to assist all the guests and answer all their queries. Everything I've learnt has been thoroughly useful, so thank you again for your excellent training programme.

Yours sincerely,

UNIT 13 – CAMBRIDGE – LESSON 49

CPE – SPEAKING SAMPLE

PAPER 4 SPEAKING (16 MINUTES)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) will be introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner a few questions which focus on information about yourselves and personal opinions.

Part 2 (4 minutes)

In this part of the test you and your partner are asked to talk together. The interlocutor places a set of pictures on the table in front of you. There may be only one picture in the set or as many as seven pictures. This stimulus provides the basis for a discussion. The interlocutor first asks an introductory question which focuses on two of the pictures (or in the case of a single picture, on aspects of the picture). After about a minute, the interlocutor gives you both a decision-making task based on the same set of pictures.



"Interlocutor: "Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations. First I'd like you to look at pictures (...) and (...) and talk together about what emotions the people are feeling. You have about a minute for this, so don't worry if I interrupt you."

"Now look at all the pictures. I'd like you to imagine that a magazine is planning an article on the theme of responsibility. Talk together about the aspects of responsibility that these pictures show. Then suggest one other aspect of responsibility that might be included in the article."

You have three minutes to talk about this. (4 minutes for groups of three)

Part 3 (10 minutes)

You are each given the opportunity to talk for two minutes, to comment after your partner has spoken and to take part in a more general discussion.

The interlocutor gives you a card with a question written on it and asks you to talk about it for two minutes. After you have spoken, your partner is first asked to comment and then the interlocutor asks you both another question related to the topic on the card. This procedure is repeated, so that your partner receives a card and speaks for two minutes, you are given an opportunity to comment and a follow-up question is asked.

Finally, the interlocutor asks some further questions, which leads to a discussion on a general theme related to the subjects already covered in Part 3.

Respostas do ADVANCED ENGLISH,
referente à lição 03, Pág. 05

Now, write T for true or F for false in the sentences below based on the text you've just read:

1 Annual financial statements need to be done according to local accounting standards

and signed by a chartered accountant. T

2 Bookkeepers and tax advisors are usually part of the management accountant team. T

4 Auditors need to follow the code of conduct and adhere to strict confidentiality. T

Lição 02, Pág. 11

Answer the questions:

1- What is the name of the loan to buy a house?

C) Mortgage

2- What is called the piece of metal you use to pay for things?

C) Coin

3- If you want to put money in the bank to earn interest and save it, you need to open a...

B) savings account

4- When you take money out of your account through an ATM or with a teller, you...

C) make a withdrawal

5- What do you call the professional who takes care of a company's financial situation and taxes?

C) Accountant

6- A document which summarizes the assets, liabilities and equity of a business entity at a given time.

B) Balance sheet

7- When you need to track down your performance in the company, you have to go through a...

A) record

8- When you turn down a job, you...

C) decline an offer

9- What does 'to employ' mean?

A) To hire

10- Which department is responsible for hiring the staff of a company?

B) Human resources

Answer the questions:

1- What is the meaning of 'forecasting'?

Forecasting is the act of using past data to predict future costs, growth and financial trends.

2- Explain in your own words what 'income tax' is:

It is the tax that the government takes from people's income. Income is the money a person receives including their salary, dividends from shares in the stock market, interest received or even from renting a house.

3-What does the expression 'to give notice' mean?

It means to inform a company or a worker officially that said worker is going to resign or leave the company.

4- What is the name given to the expenses of running a business that do not include creating or producing a product or service?

Overheads / Overhead costs

5- Explain in your own words what an elevator pitch is:

An elevator pitch is a short presentation of an idea, product, person or company, designed to be given within the time span of an elevator ride and to make the listener curious to know more about it.

Lição 06, Pág. 14

Write T (true) or F (false) for each sentence according to the text:

1- The pancreas and the intestine are part of the digestive system . T

2- Nerves are the main part of the CNS, which comprises the brain and spinal cord. F

3- Lungs and joints are the most important organs of the respiratory system. F

Answer the questions:

1- What does an engineer do?

Engineers design, evaluate, develop, test, modify, install, inspect and maintain a wide variety of products and systems. They also recommend and specify materials and processes, supervise manufacturing and construction, conduct failure analysis, provide consulting services and teach engineering courses in colleges and universities.

2- What are the engineering fields learned in this unit?

Mechanical engineering, electrical engineering, civil engineering, aerospace engineering, nuclear engineering, structural engineering, biomedical engineering, computer engineering, industrial engineering, environmental engineering.

3- What does the abbreviation 'CNS' stand for?

Central nervous system.

4- What is the digestive system made up of?

The human digestive system consists of the gastrointestinal tract (the mouth, esophagus, stomach, small intestine, large intestine, rectum, and anus) plus the accessory organs of digestion (the tongue, salivary glands, pancreas, liver, and gallbladder).

5- With your own words, define 'exporting' and 'importing'.

Exporting is the act of selling and sending a product or service to another country. Importing is the act of buying and bringing in a product or service from another country.

6- What are some cultural facts you need to be aware of when doing business with Italians?

Italians, like most of the people of Southern Europe, are focused on relationships. They usually prefer to establish an informal friendly relationship before getting down to business. Italians attach importance to verbal commitments and the final contract can be based on past informal agreements. Handshakes are common, should be firm but not too long. In the case of a friendly relationship, a kiss on both cheeks is common as well.

Complete the conversation:

Interviewer: Welcome to Best Deal Chain, S t u d e n t ' s n a m e . I am Shawn

Interviewee: "Hello Shawn, it's nice to meet you."

Interviewer: Nice to meet you too S t u d e n t ' s n a m e . How are you feeling today?

Interviewee: The student must answer the interviewer's question and ask him how he's feeling ?

Interviewee: The student must answer that he/she didn't have trouble finding the office.

Interviewer: That's good. Student's name , shall we start?

Interviewee: The student must answer that they can start the interview.

Interviewee: The student can tell the interviewer how he/she found about the position, and must tell that he/she

The student can tell the interviewer how he/she found about the position, and must tell that he/she

Interviewee: The student must ask what the essential qualifications required for the position are.

Interviewee: The student must ask what kind of work counts as a experience in the field.

Interviewee: The student must mention his/her past work that counts as experience in the field.

Interviewee: The student must tell the name of the college/university from which he/she graduated.

Interviewee: The student must answer what he/she is looking for in a job.

Interviewee: The student must tell the interviewer his/her strengths and abilities related to the job.

Interviewee: The student must answer that he/she doesn't mind working overtime OR give a reasonable explanation to why he/she can't do it

Interviewee: The student must answer that he/she can handle it.

Interviewee: The student must answer that he/she has no questions for the interviewer.

Interviewer: Student's name , It is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too, Shawn." The student must also thank Shawn for the interview.

Answer the questions:

1. What's the name of the expression that means "the things you write before traveling to check if you have everything ready"?

To-do list.

2. What is the name given to the group of all your suitcases, bags, backpacks and purses taken on a trip?

Luggage.

3. What are the names of the 2 most important departments you have to go through when you arrive in a foreign country?

Security and Customs.

4. What is the meaning of the word 'sightseeing'?

The activity of visiting places of interest in a particular location.

Answer the questions:

1. What is the name of the stores in which you can buy all kinds of items, separated by areas?

Department stores.

1. Explain in your own words how the division of goods in a big store is.

Department stores are separated according to the purpose of each section's items.

1. In which department can you buy a microwave?

In the appliances department.

1. In which department can you buy a pair of sneakers?

In the footwear department.

Answer the questions:

1. What's the name of the room you go to try on clothes before buying them?

Changing room.

1. What's the difference between regular sightseeing and going on a City Sightseeing tour?

In a City Sightseeing tour you hop on an open-top bus that goes around the city's sightseeing stops. You usually can't do this anywhere else.

1. Where is City Sightseeing provided?

In more than 130 cities around the world, such as New York City, Philadelphia, Sharjah, Moscow, Cape Town, Amsterdam, and Boston.

1. Cite some phrases you should avoid saying when on a meeting.

"No one agrees with you on that." "That is a secondary issue."

"I'm in charge here." "Let's have a follow up meeting."

B- With your own words, explain each tip given in this lesson in order to be memorable when meeting people. **Put on your talking hat**

Ask questions, tell your own stories, and share your own opinions in order to leave a lasting impression.

Be blunt, slightly controversial, and completely honest

If you want to be memorable, you may want to say something controversial, but without being rude or offensive.

Be a little bit unusual

Act a little bit differently from what is considered normal. For example, come up with unusual answers to typical questions.

Use confident body language

Stand confidently and look out in front of you, rather than at the ground.

Trigger emotions

In order to leave a deep impression on someone, make them feel something, preferably something good.

Be an engaged listener

Always pay attention to what the other person is saying.

Answer the questions:

1- How many different English dialects are there in the U.S.?

There are 24 different English dialects in the U.S.

2- When was the oldest English dictionary written?

The first English dictionary was written in 1755.

3- What is the shortest and oldest word in English?

The shortest and oldest word is "I".

4- How many English Language Periods are there and which are they?

4 periods. Old English, Middle English, Early Modern English and Modern English.

5- Which is the largest city in North America?

Mexico City.

6- According to the U.S. Census Bureau, what is the population of the United States of America?

More than 325 million people.

7- When it comes to cooking, what are the states of Louisiana and Mississippi known for?

The states of Louisiana and Mississippi are known for their Cajun and Creole cooking.

8- According to the Census Bureau, how many languages are spoken in the United States?

More than 300 languages are spoken in the United States.

9- Is the United States the most visited country in the world? If not, in which position is it ranked?

No. The United States is the third most visited country.

10- What is the old version of the expression "Goodbye"?

"God be with you."

Answer the questions:

1- What are the three government branches in the USA?

Executive, legislative and judicial.

2- What is the two political party system in the USA?

It is the fact that in the history of the United States there are only two predominant political parties comprising its government: the Republicans and the Democrats.

3- What is a lobbyist?

A lobbyist is someone paid to influence government agencies, legislators, and legislation to the best interests of their clients.

4- How does the voting process works in the USA?

Before a citizen can vote, he or she must register with the proper authorities (except in North Dakota). On election day registered voters go to the polls to vote. This means they appear in person at the official polling place in their precinct. At the polling place, the voter identifies himself or herself and is checked off an official list of registered voters. Then the voter is led to a voting machine or handed a paper ballot, which lists the names of all the candidates from every party.

5- What are the qualifications necessary to run for office?

Although they don't need to belong to a political party, candidates must meet certain minimum requirements to run for various offices. For example, according to the U.S. Constitution, to serve in the U.S. House of Representatives a candidate must have been a U.S. citizen for at least seven years, be a resident of the state (and usually the district) he or she will represent and be at least 25 years old. To serve in the U.S. Senate, a candidate must have been a U.S. citizen for at least nine years, be a resident of the state he or she will represent and be at least 30 years old. To become president of the United States, a candidate must have lived in the country for at least 14 years, be a natural-born U.S. citizen and be at least 35 years old. If these requirements are not met, a person cannot legally serve, even if elected.

6- What are the minimum requirements for voting in the USA?

The person must be a U.S. citizen aged 18 or older and not be a convicted criminal or mentally incompetent.

7- Is education compulsory in the USA?

Education is compulsory over an age range starting between five and eight and ending somewhere between ages sixteen and eighteen, depending on the state.

8- Education is divided into three levels, which are they?

Elementary school, middle school (or junior high school) and high school.

9- In which position did the Pearson/Economist Intelligence Unit rank the US education in 2014?

14th best in the world.

10- Can you name the categories of the educational stages in the USA?

Preschool education and compulsory education.

Select the best answer to complete the sentence

101. Customer reviews indicate that many modern mobile devices are often unnecessarily
(D) **complicated**

103. Gyeon Corporation's continuing education policy states that ^{(D) regularly} learning new skills enhances creativity and focus.

105. All clothing sold in Develyn's Boutique is made from natural materials and contains no
(B) **synthetic dyes**.

102. Jamal Nawzad has received top performance reviews (C) **since** he joined the sales department two years ago.

104. Among ^{(D) those} recognized at the company awards ceremony were senior business analyst Natalie Obi and sales associate Peter

Lição 33, Pág. 64

131. (A) interest
(B) interests
(C) **interested**
(D) Interesting

132. (A) **develop**
(B) raise
(C) open
(D) complete

133. (A) After all
(B) For
(C) Even so
(D) **At the same time**

134. (A) Let me explain our plans for on-site staff training.
(B) **We hope that you will strongly consider joining us.**
(C) Today's training session will be postponed until Monday.
(D) This is the first in a series of such lectures

Lição 33, Pág. 64

147. What is suggested about the car?
(A) **It was recently repaired.**
(B) It has had more than one owner.
(C) It is very fuel efficient.
(D) It has been on sale for six months

152. What is suggested about Mr. Bach?
(A) He has been to Kansai more than once.
(B) He currently works in Beijing.
(C) **He is on a business trip.**
(D) He works for Fly Right Airlines.

148. According to the advertisement, why is Ms. Ghorbani selling her car?
(A) She cannot repair the car's temperature control.
(B) She finds it difficult to maintain.
(C) She would like to have a newer model.
(D) **She is leaving for another country.**

153. At 12:15, what does Mr. Otani mean when he writes, "Sure thing"?
(A) He has confirmed the arrival time of a flight.
(B) He is certain he will be able to find a parking place.
(C) **He agrees to wait at the door near the customs area.**
(D) He knows Mr. Bach must pass through customs.

Answer the questions:

1. Which of the following is NOT mentioned in paragraph 1 as a change that occurred in the fauna of the Mediterranean?

(B) A few hardy species wiped out many of the Mediterranean's invertebrates.

2. What does the author imply by saying "Not a single pebble was found that might have indicated that the pebbles came from the nearby continent"?

(A) The most obvious explanation for the origin of the pebbles was not supported by the evidence.

3. Select the TWO answer choices from paragraph 3 that identify materials discovered in the deepest part of the Mediterranean basin. *To receive credit, you must select TWO answers.*

(B) Thin silt layers

(D) Crystalline salt

4. What is the main purpose of paragraph 3?

(A) To describe the physical evidence collected by Hsu and Ryan

5. According to paragraph 4, which of the following was responsible for the evaporation of the Mediterranean's waters?

(A) The movements of Earth's crust

6. The word "scores" in the passage is closest in meaning to

(B) large numbers

7. According to paragraph 4, what caused most invertebrate species in the Mediterranean to become extinct?

(D) Their inability to tolerate the increasing salt content of the Mediterranean

Lição 37, Pág. 72

8. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4?

(B) The Mediterranean was dramatically refilled by water from the Atlantic when crustal adjustments and faulting opened the Strait of Gibraltar, the place where the two seas are joined.

9. In paragraph 2 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

(C) Option C

10. Directions: An introductory sentence for a brief summary of the passage is provided below.

Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

(A) The Glomar Challenger expedition investigated changes in invertebrate fauna and some unusual geologic features.

(D) Samples recovered from the expedition revealed important differences in chemical composition and fossil distribution among the sediment layers.

Questions 7 – 10

- 7. black powder **A**
- 8. rocket-propelled arrows for fighting **A**
- 9. rockets as war weapons **B**
- 10. the rocket launcher **E**

Lição 42, Pág. 82

4. What has been found in some Fancy Foods products?

pieces of metal

5. Where can you find the batch number on the jars?

(on) the bottom

6. How much will you receive for an opened jar of contaminated Chicken Curry?

\$5

7. If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?

(the) Retailing Manager

8. What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

\$50,000

Lição 47, Pág. 89

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

- 2. **A size** 1. **B mimic** 4. **C better** 3. **D take**
- 6. **A decreed** 7. **B reserve** 5. **C has** 5. **D case**

The greatest ice-skating comedian ever

Werner Groebli was undoubtedly (0) ONE one of the most famous ice-skating comedians of all time. But even to his many fans the name will mean nothing. They knew him as Frick – from the ice-skating partnership Frick and Frack – a skater with an outstanding ability to combine complex skills with zany and contorted body positions that often-had audiences

(9) in stitches. Good (10) e_n_o_u_g_h to be Swiss junior skating champion, Groebli nevertheless got more (11) o_u_t of fooling around, ridiculing, as he put (12) i_t, 'the pomposity of professional skaters'.

Frick and Frack were praised for their grace, comic timing and daring acrobatics. (13) r_a_t_h_e_r than depending on falls or costumes to get laughs, the duo were celebrated for taking the traditional elements of figure skating and distorting them into amazing feats that left audiences enthralled. One crowd favourite involved Frack throwing Frick an invisible rope, (14) a_t which point he would slowly glide forward as though (15) b_e_i_n_g / g_e_t_t_i_n_g pulled. (16) a_n_o_t_h_e_r was 'the farmer', in which the duo would skate as if sitting on a bouncing tractor seat.

