

HIRING A CAR

Listen to the conversation and complete the form below with the information you hear

FIRST NAME:

SURNAME:

NATIONALITY:

ADDRESS:

.....

POSTCODE:

MOBILE PHONE NUMBER:

HOME PHONE NUMBER:

EMAIL ADDRESS:

Q&A

TITLE: Mr ("Mister"),Mrs ("Misses'),Miss ("Miss"),Ms ("Mzzz"),Dr ("Doctor"),Prof. ("Professor")

FIRST NAME: "What is your name?" – "How do you spell that?"

SURNAME: "What is your surname?" – "How do you spell that?"

ADDRESS: "What is your address?" – "How do you spell that?"

EMAIL ADDRESS: "What is your email address?" – "How do you spell that?"

PHONE: "What is your phone number?"

NATIONALITY: "What is your nationality?"

DATE OF BIRTH: "What is your date of birth?"

AGE: "How old are you?"

MARITAL STATUS: "Are you married?"

LANGUAGES SPOKEN: "What languages do you speak?"

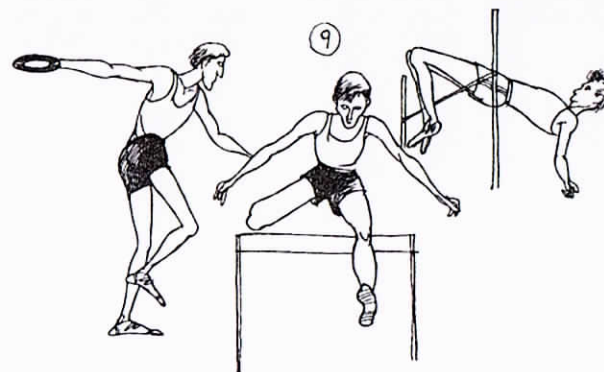
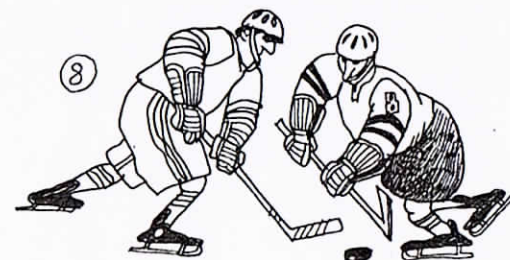
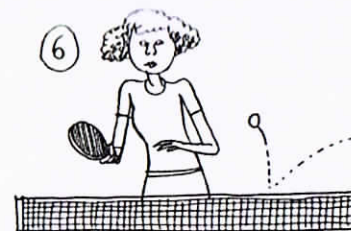
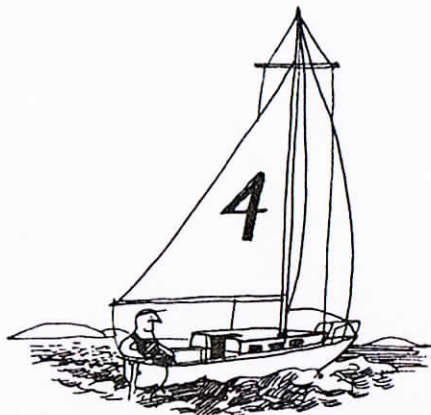
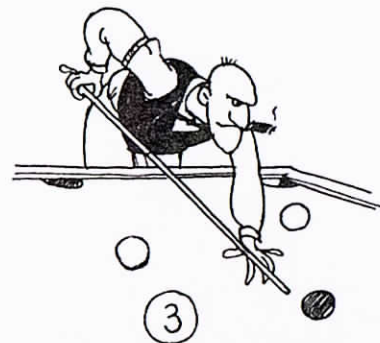
PREFERRED JOB: "What kind of job would you like?"

"What sort of job are you looking for?"

42 Sports and pastimes 1

Write the number of each drawing next to the correct word.

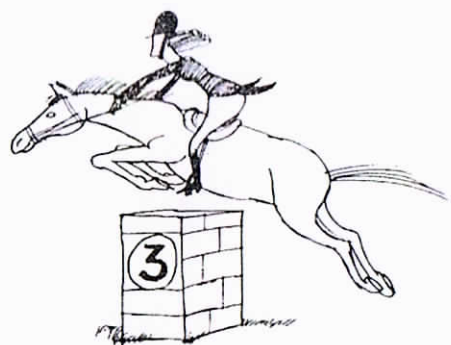
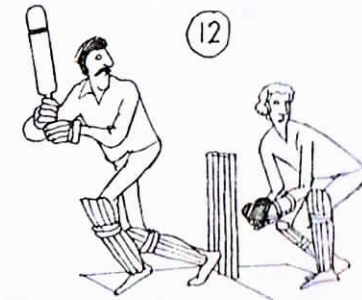
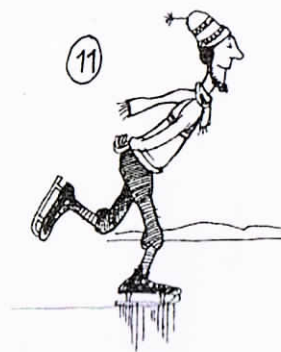
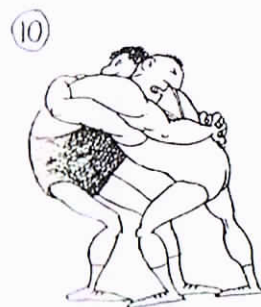
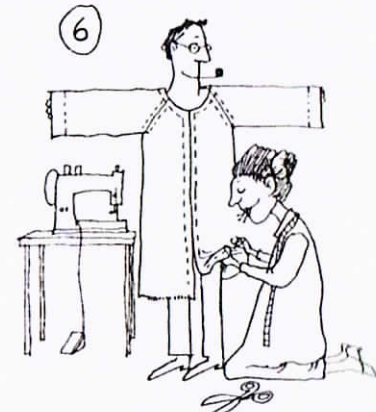
table tennis	skiing	painting
billiards	chess	pottery
ice hockey	sailing	cycling
football	athletics	photography



43 Sports and pastimes 2

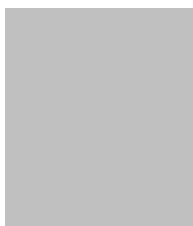
Write the number of each drawing next to the correct word.

stamp collecting	dressmaking	gardening
wrestling	skating	roller-skating
tennis	jogging	fishing
golf	show jumping	playing cricket



TO BE	TO HAVE	HAVE GOT
<p>+</p> <p>I am You are He / she / it is We are You are They are</p>	<p>+</p> <p>I have You have He / she / it has We have You have They have</p>	<p>+</p> <p>I have got You have got He / she / it has got We have got You have got They have got</p>
<p>—</p> <p>I am not You aren't He / she / it isn't We aren't You aren't They aren't</p>	<p>—</p> <p>I don't have You don't have He / she / it doesn't have We don't have You don't have They don't have</p>	<p>—</p> <p>I haven't got You haven't got He / she / It hasn't got We haven't got You haven't got They haven't got</p>
<p>?</p> <p>Am I ? Are you ? Is he / she / it ? Are we ? Are you ? Are they ?</p>	<p>?</p> <p>Do I have ? Do you have ? Does he / she / it have ? Do we have ? Do you have ? Do they have ?</p>	<p>?</p> <p>Have I got ? Have you got ? Has he / she / it got ? Have we got ? Have you got ? Have they got ?</p>

PERSONAL INFORMATION



Sex

| Date of birth

| Nationality

JOB APPLIED FOR

WORK EXPERIENCE

From to

Business or sector

From to

Business or sector

EDUCATION AND TRAINING

From to

From to

PERSONAL SKILLS

Mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
Common European Framework of Reference for Languages

Communication skills

Organizational / managerial skills

Job-related skills

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving

Levels: Basic user - Independent user - Proficient user
Digital competences - Self-assessment grid

Other skills

Driving licence

ADDITIONAL INFORMATION

Publications

Presentations

Projects

Conferences

Seminars

ANNEXES

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

MAP



HISTORY

- The name **United Kingdom** refers to the union of what were once four separate countries: **Scotland**, **England**, **Wales** and Ireland (only **Northern Ireland** remains part of the UK)



COUNTRIES AND NATIONALITIES

If you work in the Foreign Exchange department of a bank, you should know the names of countries, nationalities and currencies in English. Here are some activities to help you learn.

1. REGULAR FORMS

Add **-ish** **-ese** or **-an** to the list on the right to form each nationality correctly.

<u>COUNTRY</u>	<u>NATIONALITY</u>
America / the USA	Americ <u>an</u>
Austria	Austri.....
Brazil	Brazili.....
Britain / the UK	Brit.....
China	Chin.....
Denmark	Dan
England	Engl.....
Estonia	Estoni.....
Finland	Finn.....
Germany	Germ.....
Hungary	Hungari.....
India	Indi.....
Ireland / Eire	Ir.....
Italy	Itali.....
Japan	Japan.....
Korea	Kore.....
Latvia	Latvi.....
Lithuania	Lithuani.....
Malta	Malt.....
Mexico	Mexic.....
Nigeria	Nigeri.....
Poland	Pol.....
Portugal	Portugu.....
Scotland	Scott.....
Serbia	Serbi.....
Slovenia	Sloveni.....
South Africa	South Afric.....
Spain	Span.....
Sweden	Swed.....
Turkey	Turk.....
Vietnam	Vietnam.....

SOME SIMPLE RULES:

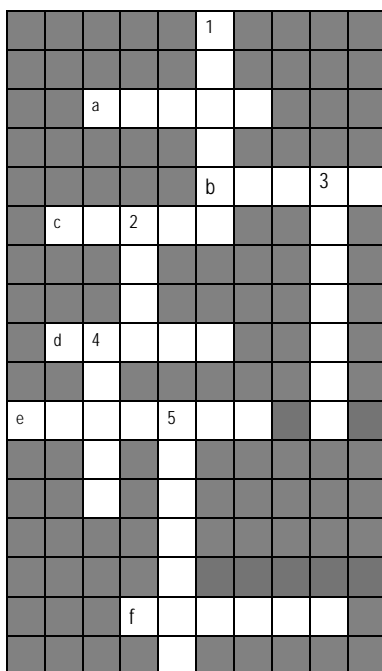
Notice that,

- 1) when a nation consists of more than one state or country, like the USA (50 states), the UK (4 countries) or the Netherlands (7 states), we put 'the' before its official title.
- 2) when the name of the country ends in -land, the nationality usually ends in **-ish**.
- 3) when the name of the country ends -a, -o, -i or -y, the nationality usually ends in **-an**.
- 4) with Malta, Portugal, China, Japan, Burma and Vietnam, the nationality ends in **-ese**.

2) IRREGULAR FORMS:

Some nationalities are completely irregular; you just have to memorise them. For example, the adjective that usually describes things or people from Luxembourg is 'Luxembourg'. There are no rules to help you guess the nationalities shown in the crossword below

NATIONALITIES CROSSWORD



DOWN ↓

1. Napoleon Bonaparte and Molière were
2. Bangkok is the capital.
3. A person from Cyprus is called a
4. You must come from Wales if you want to play for the rugby team.
5. The Uzi is an machine-gun.

ACROSS →

- a. Socrates and Aristotle were
- b. The former Czechoslovakia is now divided into Slovakia and the Republic.
- c. The national language of the Netherlands is
- d. watches, banks and chocolate are famous all over the world.
- e. Tintin and Hercule Poirot are two fictional characters.
- f. Bratislava Castle is a popular tourist destination.

CURRENCIES

1) Where do these currencies come from ? Put the number of each currency next to the name of the country that uses it (sometimes the same currency is used by more than one country).

1. Peso	2. Rand	3. Lira	4. Real	5. Krona	6. Rupee	7. Dollar
8. Naira	9. Zloty	10. Franc	11. Yen	12. Pound	13. Yuan Renminbi	14. Euro
15. Rouble	16. Won	17. Shekel	18. Baht	19. Bolivar	20. Dinar	21. Dong

Austria	Belgium	Brazil	China	Cyprus	Eire	Estonia	Finland
France	Germany	Greece	Holland	India	Israel	Italy	Japan
Korea	Latvia	Lithuania	Luxembourg	Malta	Mexico	Nigeria	Poland
Portugal	Russia	Serbia	Slovakia	Slovenia	South Africa	Sweden	Spain
Switzerland	Thailand	Turkey	The UK	The USA	Venezuela	Vietnam	



APPENDIX 2: MODAL VERBS

Introduction: Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, to be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation, Possibility, Probability* etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

2) **Permission:** *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in ?", "May I sit down ?"

Can is more direct, May is more formal, e.g. "May I use your phone ?", "Can I borrow your pen ?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to...*

3) **Obligation:** *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 65

4) **Possibility:** *can, could, may, might*

Can indicates a 100% possibility in the present or the future

e.g. 'Yes, I *can* do that for you immediately.'

Could indicates a 50% possibility in the present or the future

e.g. 'She *could* go to Oxford or Cambridge.'

May indicates a 30% possibility in the present or the future

e.g. 'The weather is very cold. It *may* snow.'

Might indicates a 10% possibility in the present or the future

e.g. 'If we're lucky, it *might* be sunny all day.'

5) **Probability:** *must, could, may, might, can't*

It must be true	90% probability	e.g. Carla Bruni <i>must</i> be the most famous Italian woman in France.
It could be true	50% probability	e.g. Madonna <i>could</i> be the most famous woman in the USA.
It may be true	30% probability	e.g. There <i>may</i> be a general election next year.
It might be true	10% probability	e.g. NASA <i>might</i> send a man to Mars in 2030.
It can't be true	1% probability	e.g. No, Michael Jackson and Amy Winehouse <i>can't</i> still be alive.

Now read the sentences below:

- It will rain this weekend.
- There is a monster in Loch Ness.
- About 1,000,000,000 people around the world can speak English.
- Prince William will be the next king of England.
- Most English people dream about the Queen at least once in their lives.
- Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

SARGY MANN

Watch the BBC news report: 'Sargy Mann: Painting with inner vision - BBC News'

<https://www.youtube.com/watch?v=x9vHwClaswM>

Complete the sentences below using *can / can't / could / couldn't / will be able to / won't be able to*

- 1) Sargy Mann see.
- 2) Sargy Mann see again.
- 3) Sargy Mann paint the images he sees in his mind.
- 4) When he was 30, he still see.
- 5) When he was 35, he see anymore.
- 6) When he was 30, he paint landscapes.
- 7) Now, he paint landscapes anymore.
- 8) Now, he still paint portraits of his wife.
- 9) The gallery owner thinks he sell a large Sargy Mann painting for £50,000.
- 10) Sargy Mann thinks he always paint if the subject comes from his own experience.

VOCABULARY

A drawing	Sight	Eyes	Blind	To paint
A painting	Blindness	Cataracts	Edgy	To give up
A canvas	Blu tack	Collectors	Dangerous	
A landscape		Brushes		

be allowed to and have to

Complete this article about learning to drive in Britain. Put in a positive or negative form of *be allowed to* or *have to*.

In Britain you ... drive a car when you're seventeen. You ... get a special two-year driving licence before you can start. When you're learning, someone with a full licence always ... be in the car with you because you ... take the car on the road alone. You ... go to a driving school — a friend can teach you. The person with you ... take money for the lesson unless he's got a teacher's licence.

Before you ... have a full licence, you ... take a driving test. You can take a test in your own car, but it ... be fit for the road. In the test you ... drive round for about half an hour and then answer a few questions. If you don't pass the test, you ... take it again a few weeks later if you want to. In 1970 a woman passed her fortieth test after 212 driving lessons! When you've passed your test, you ... take it again, and you ... go on driving as long as you like, provided you are fit. Britain's oldest driver was a Norfolk man who drove in 1974 at the age of 100.

Before 1904 everyone ... drive, even children. Then from 1904 motorists ... have a licence. But they ... take a test until 1935. In the early days of motoring, before 1878, cars ... go faster than four miles an hour, and someone ... walk in front of the car with a red flag.

must and mustn't

Do you know what these signs mean? Use *You must ...* and *You mustn't ...* with these words: *turn round, go straight on, overtake, put some money in, smoke, stop, take photos, turn left, turn right, go faster than.*

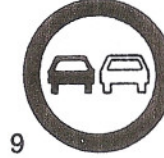
Examples



You must put some money in.



You mustn't turn left.



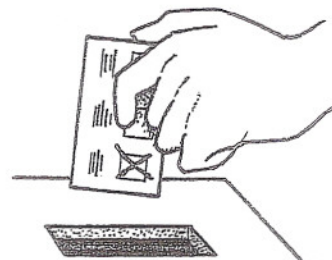
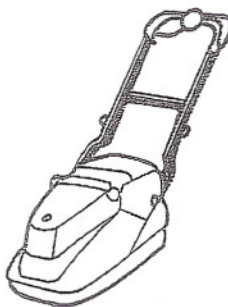
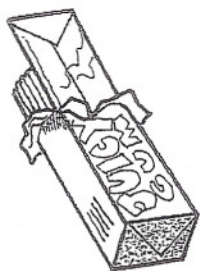
must, needn't and mustn't

Helen isn't very well today. She's in bed. She's been sick, and she's quite hot. The doctor has come to see her. Complete what the doctor says. Put in *must*, *mustn't* or *needn't*.

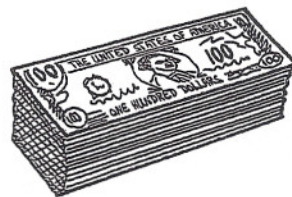
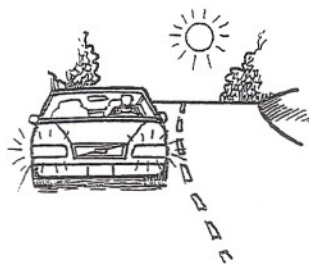
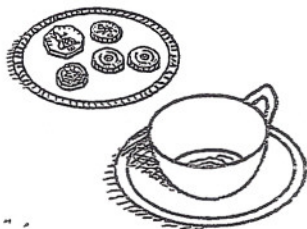
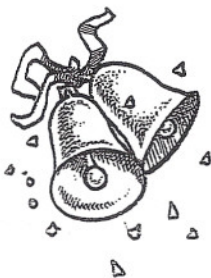
Doctor Well, I'm going to give you some medicine. You ... take it four times a day before meals. And go on taking it even if you feel better. You ... stop taking it until you've finished the bottle. You ... drink all of it. Now, you ... stay in bed today. It's the best place for you at the moment. You can get up tomorrow if you like. You ... stay in bed all the time when you start to feel better. But you ... go outside this week. It's too cold. And you really ... do any work at all. You need absolute rest. You ... just relax for a few days. You can eat a little if you like, but you ... if you don't want to. But don't forget to keep drinking. You ... drink as much water as you can. You'll probably be all right again next week, so you ... call me again unless you feel worse. But I'm sure the worst is over.

Activity

Imagine that your partner has a bad cold. What would you recommend him/her to do?



- 1 You *must/are allowed to/can't* drive a car when you are 16 in the UK.
- 2 Children in Japanese primary schools *have to/don't have to/mustn't* clean their classrooms.
- 3 In Singapore you *can/aren't allowed to/should* eat chewing gum.
- 4 British men over the age of 18 *have to/don't have to/mustn't* do military service.
- 5 In Germany you *are able to/aren't allowed to/are supposed to* mow the lawn on a Sunday.
- 6 You *mustn't/don't have to/should* eat with your left hand in India.
- 7 One hundred years ago, women in the UK *were allowed to/couldn't/ had to* vote.
- 8 You *can't/are allowed to/must* get married at 16 in the UK with your parents' permission.
- 9 You *can/have to/can't* vote in Japan if you're 19.
- 10 Turkish men over the age of 20 *have to/should/don't have to* do military service.
- 11 You *have to/ought to/shouldn't* tip waiters and waitresses in Iceland.
- 12 You *shouldn't/are supposed to/are able to* drive with your lights on during the day in Sweden.
- 13 In the USA you *can/ought to/aren't allowed to* burn your own money.
- 14 Brazilians over the age of 18 *have to/don't have to/ought to* vote.
- 15 In the 19th century, female teachers in the USA *had to/were allowed to/ weren't allowed to* get married.





Match Online Profile

Name Jackie

Location Bristol

Age 31

Height 169 cm

Relationship status Single

Job Restaurant manager

Looking for Friendship and maybe more

Wants children Ask me later!

About me

When I'm not working, I really enjoy going out and meeting people. But I also like staying at home and cooking dinner for my friends. I love tennis and I do judo. I'm fun-loving and I'm generally happy with my life, but I would like to share it with someone special.

My ideal match

He's got an interesting job, but life isn't only about work – he has time to play too. He's between 28 and 38 years old. He enjoys eating good food and having fun. He lives in or near Bristol.

BLIND DATE

Face2Face Pre-Intermediate: Unit 3

Jackie is going on a blind date. Watch what happens.

1) Jackie & Damon

https://www.youtube.com/watch?v=3DrxMHAj_Wc

2) Jackie & Kevin

https://www.youtube.com/watch?v=_Di_kdXJfUk

Make notes about Damon and Kevin. Who do you think Jackie should meet again?

QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Write four things you think you know about your partner. Work in pairs. Ask questions to check your information is correct: *You studied here last year, didn't you?* Ask follow-up questions: *Where did you study before that?*

Vocabulary Work collocations

- 1 a) Choose the correct verbs in these phrases. Check in V2.1 p116.

- 1 take/be work home
- 2 be/have time to relax
- 3 get/work long hours
- 4 work/spend overtime
- 5 get/be a workaholic
- 6 meet/take deadlines
- 7 take/be time off work
- 8 have/be under pressure at work
- 9 leave/spend a lot of time at work
- 10 have/be good working conditions

- b) Think of three people you know who have jobs. Choose two phrases from 1a) for each person.

- c) Work in pairs. Tell your partner about the people you chose. Which person works the hardest?

Listening and Grammar

- 2 a) Look at the photo and the cartoon. What is the book about and what is happening in the cartoon, do you think?

- b) R2.1 Listen to the beginning of a radio programme. Two journalists, Kim and Rob, are discussing *In Praise of Slow* by Carl Honoré. Check your answers to 2a).

- 3 a) Work in pairs. Try to fill in the gaps in sentences 1–6 with these countries. Use one country twice.

the USA France Japan Germany the UK

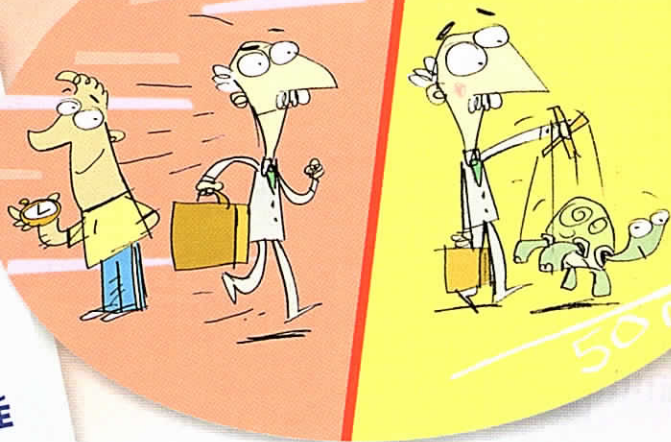
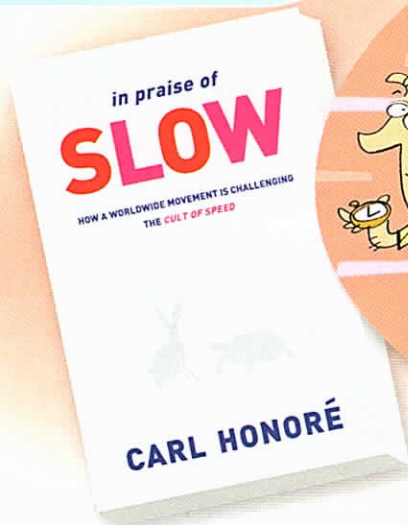
- 1 Some companies in give their employees three days off at the weekend.
- 2 People in spend 15% less time at work now than they did in 1980.
- 3 In 20% of people work more than 60 hours a week.
- 4 60% of people in said they didn't take all their paid holiday.
- 5 In 20% of people don't take time off when they're ill.
- 6 In they have a word that means 'death from working too hard'.

- b) R2.2 Listen to the second part of the radio programme. Check your answers to 3a).

Vocabulary work collocations

Grammar modal verbs (1); *be able to*,
be allowed to, *be supposed to*

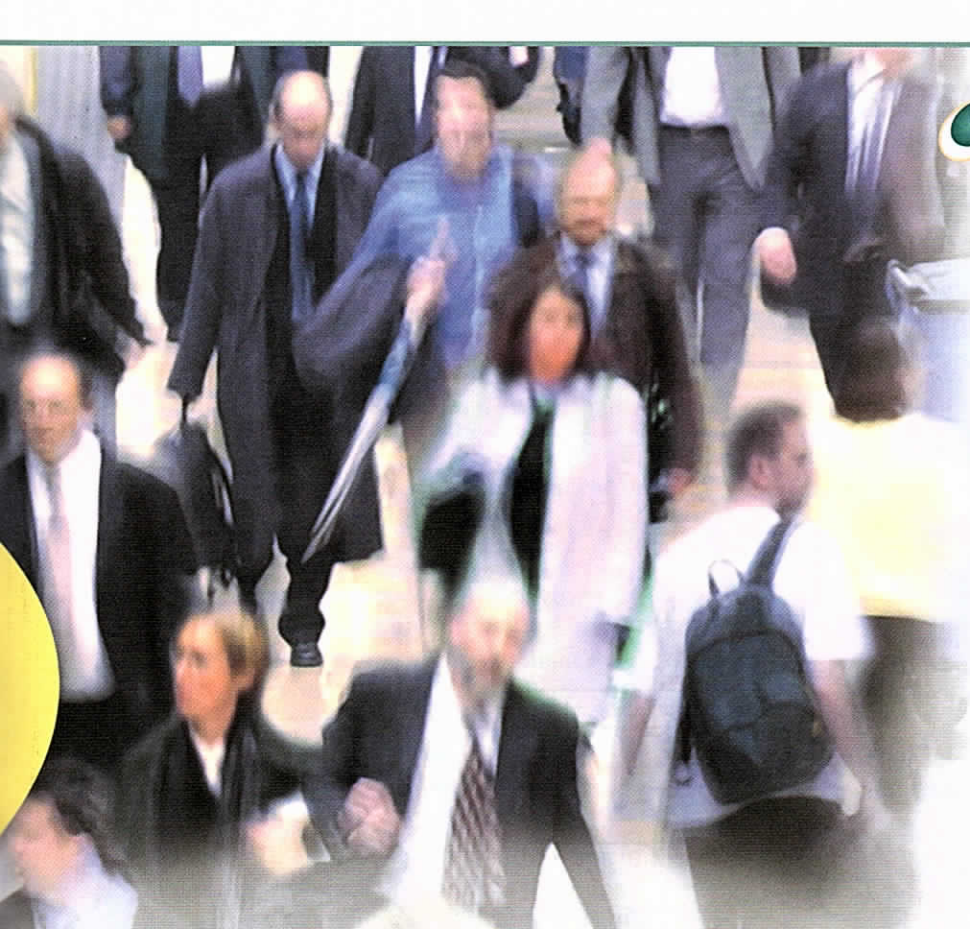
Review question tags



- 4 a) R2.2 Listen to the second part of the radio programme again. Fill in the gaps with one or two words.

- 1 Rob says he **must** take more time off work.
- 2 Honoré thinks people **should** only work hours a week.
- 3 Some French employees **are allowed to** begin their weekend at on Thursday.
- 4 Honoré says we **ought to** spend more time relaxing with
- 5 People **can** get their best when they're doing nothing.
- 6 In some American companies, employees **can** whenever they want.
- 7 In the UK people **are supposed to** have a break every
- 8 Kim says that lots of people **have to** take
- 9 Rob says that we're **able to** continue working when we're

- b) Do you agree with Carl Honoré's ideas? Why?/Why not?



Help with Grammar Modal verbs (1); *be able to*, *be allowed to*, *be supposed to*

5 a) Look at the sentences in 4a). Then complete the rules with the verb forms in **bold**. Use the infinitive form if necessary.

- We use *be supposed to* to say a person is expected to do something.
- We use *can* and to talk about ability or possibility.
- We use *must* and to say something is necessary.
- We use and to give advice.
- We use and to say we have permission to do something.

b) Look again at the verb forms in **bold** in 4a). Answer these questions.

- 1 Do we use the infinitive or *verb+ing* after these verb forms?
- 2 Which verb forms include *to*?
- 3 How do we make these verb forms negative?
- 4 How do we make questions with these verb forms?

c) Look at these sentences. Then complete the rules with *mustn't* or *don't have to*.

*You **mustn't** send personal emails from the office. You can only send work emails.*

*You **don't have to** wear a suit to work, but you can if you want to.*

- We use to say something isn't necessary.
- We use to say something is not allowed.

d) Check in G2.1 p117.

6 a) Kim and Rob are talking after the radio programme. Read their conversation and choose the correct verb forms. Who has the best working conditions?

KIM So, do you think you ¹***should***/are allowed to relax more?

ROB Absolutely! I ²*am able to/must* try to slow down a bit.

KIM ³*Are you able to/Should you* start work when you want?

ROB ⁴*I'm supposed to/I can* be in the office at eight. What about you?

KIM I ⁵*don't have to/mustn't* be at work until ten.

ROB Lucky you. ⁶*Are you allowed to/Should you* work at home?

KIM Yes, we ⁷*ought to/can* work at home two days a week.

ROB Oh, we ⁸*have to/are able to* be in the office every day.

KIM Perhaps you ⁹*ought to/are supposed to* look for another job.

ROB Yes, maybe. Anyway, I ¹⁰*have to/can* go. I ¹¹*mustn't/don't have to* be late for my next meeting. Bye!

b) R2.3 Listen and check.

c) R2.4 P Listen and practise the sentences in 6a).

Do you /dʒə/ think you should relax more?

Get ready ... Get it right!

7 Work in groups. You run a company with good working conditions. Make notes on the important things about your company. Use these ideas.

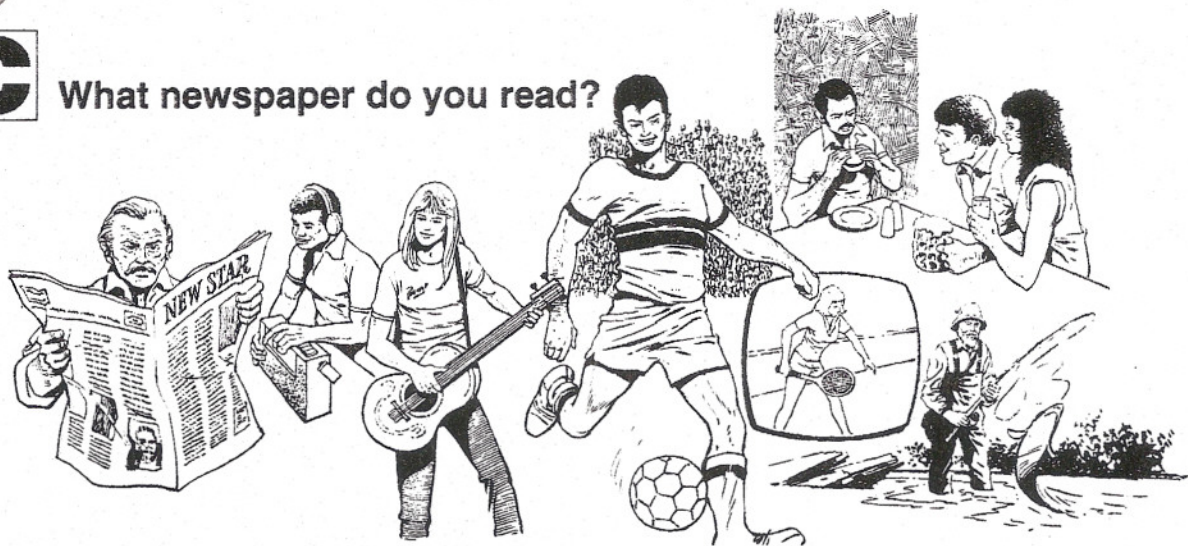
- the name of the company
- what your company does
- the number of employees
- working hours and overtime
- what employees can wear
- breaks and holidays
- any other interesting information

8 a) Work with students from different groups. Take turns to describe your companies. Ask questions to find out more information. Which is the best company to work for? Why?

b) Tell the class which company you think is the best to work for. Which is the most popular company in the class?

C

What newspaper do you read?



NEWSPAPER	I read
BOOKS	I read
	I don't read
FOOD	I like
	I don't like
DRINK	I like
	I don't like
SPORT	I play
	I don't play
	I watch
MUSIC	I like
	I don't like
	I play
INTERESTS	I'm interested in
LANGUAGES	I speak
	I don't speak
HOLIDAYS	I often go (to) on holiday.
ACTIVITIES	I like ing.
	I like ing.
	I don't like ing.

1 Fill in the table. The teacher will help you.

2 Listen to the recording and answer the questions. Examples:

'Are you married?' 'Yes, I am.' / 'No, I'm not.'

'Do you like music?' 'Yes, I do.' / 'No, I don't.'

'What sort of music do you like?' 'Rock.'

3 Interview the teacher. Ask him or her questions about his or her day, interests etc. Possible questions:

What time do you get up?
Do you have breakfast?
How do you travel to work?
What time do you start work?
have lunch?
stop work?
What do you do in the evenings?
at the weekend?
What newspaper do you read?
Do you like reading?
What sort of books do you like?
Do you like science fiction?
Do you like fish?
What sort of food do you like?
Do you like beer?
Do you play tennis?
Do you like skiing?
Do you watch football?
Do you like music?
Do you play an instrument?
Are you interested in politics?
What languages do you speak?
Where do you go on holiday?

4 Interview another student. Spend five minutes with him or her, and try to find:

- Five negative facts (for example, 'He doesn't play tennis.').
- Five things that you both have in common (for example, 'We both like the sea.').

5 Write about the student you interviewed.

APPENDIX 2: MODAL VERBS

Introduction: Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, to be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation, Possibility, Probability* etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

2) **Permission:** *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in ?", "May I sit down ?"

Can is more direct, May is more formal, e.g. "May I use your phone ?", "Can I borrow your pen ?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to...*

3) **Obligation:** *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 65

4) **Possibility:** *can, could, may, might*

Can indicates a 100% possibility in the present or the future	e.g. 'Yes, I <i>can</i> do that for you immediately.'
Could indicates a 50% possibility in the present or the future	e.g. 'She <i>could</i> go to Oxford or Cambridge.'
May indicates a 30% possibility in the present or the future	e.g. 'The weather is very cold. It <i>may</i> snow.'
Might indicates a 10% possibility in the present or the future	e.g. 'If we're lucky, it <i>might</i> be sunny all day.'

5) **Probability:** *must, could, may, might, can't*

It must be true	90% probability	e.g. Carla Bruni <i>must</i> be the most famous Italian woman in France.
It could be true	50% probability	e.g. Madonna <i>could</i> be the most famous woman in the USA.
It may be true	30% probability	e.g. There <i>may</i> be a general election next year.
It might be true	10% probability	e.g. NASA <i>might</i> send a man to Mars in 2030.
It can't be true	1% probability	e.g. No, Michael Jackson and Amy Winehouse <i>can't</i> still be alive.

Now read the sentences below:

- It will rain this weekend.
- There is a monster in Loch Ness.
- About 1,000,000,000 people around the world can speak English.
- Prince William will be the next king of England.
- Most English people dream about the Queen at least once in their lives.
- Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Write four things you think you know about your partner. Work in pairs. Ask questions to check your information is correct: *You studied here last year, didn't you?* Ask follow-up questions: *Where did you study before that?*

Vocabulary Work collocations

1 a) Choose the correct verbs in these phrases. Check in V2.1 p116.

- 1 take/be work home
- 2 be/have time to relax
- 3 get/work long hours
- 4 work/spend overtime
- 5 get/be a workaholic
- 6 meet/take deadlines
- 7 take/be time off work
- 8 have/be under pressure at work
- 9 leave/spend a lot of time at work
- 10 have/be good working conditions

b) Think of three people you know who have jobs. Choose two phrases from 1a) for each person.

c) Work in pairs. Tell your partner about the people you chose. Which person works the hardest?

Listening and Grammar

2 a) Look at the photo and the cartoon. What is the book about and what is happening in the cartoon, do you think?

b) R2.1 Listen to the beginning of a radio programme. Two journalists, Kim and Rob, are discussing *In Praise of Slow* by Carl Honoré. Check your answers to 2a).

3 a) Work in pairs. Try to fill in the gaps in sentences 1–6 with these countries. Use one country twice.

the USA France Japan Germany the UK

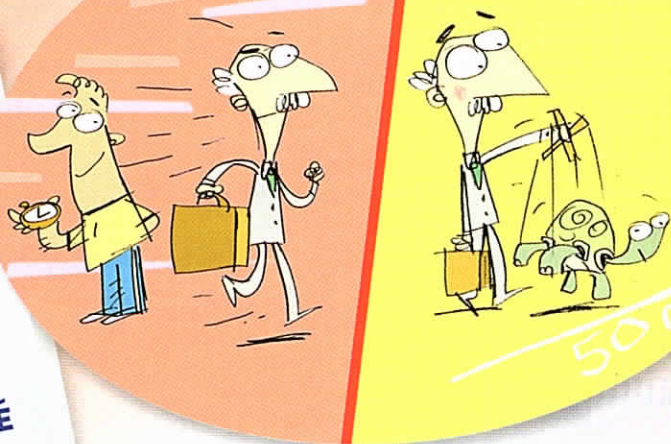
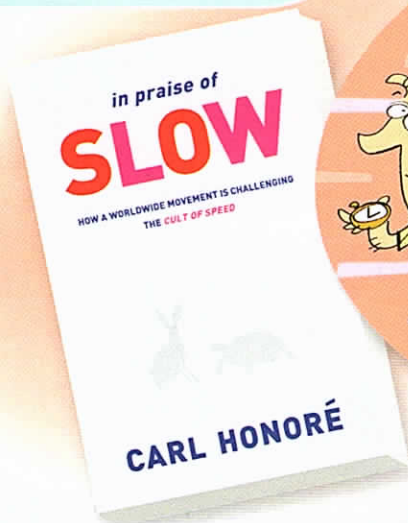
- 1 Some companies in give their employees three days off at the weekend.
- 2 People in spend 15% less time at work now than they did in 1980.
- 3 In 20% of people work more than 60 hours a week.
- 4 60% of people in said they didn't take all their paid holiday.
- 5 In 20% of people don't take time off when they're ill.
- 6 In they have a word that means 'death from working too hard'.

b) R2.2 Listen to the second part of the radio programme. Check your answers to 3a).

Vocabulary work collocations

Grammar modal verbs (1); *be able to*, *be allowed to*, *be supposed to*

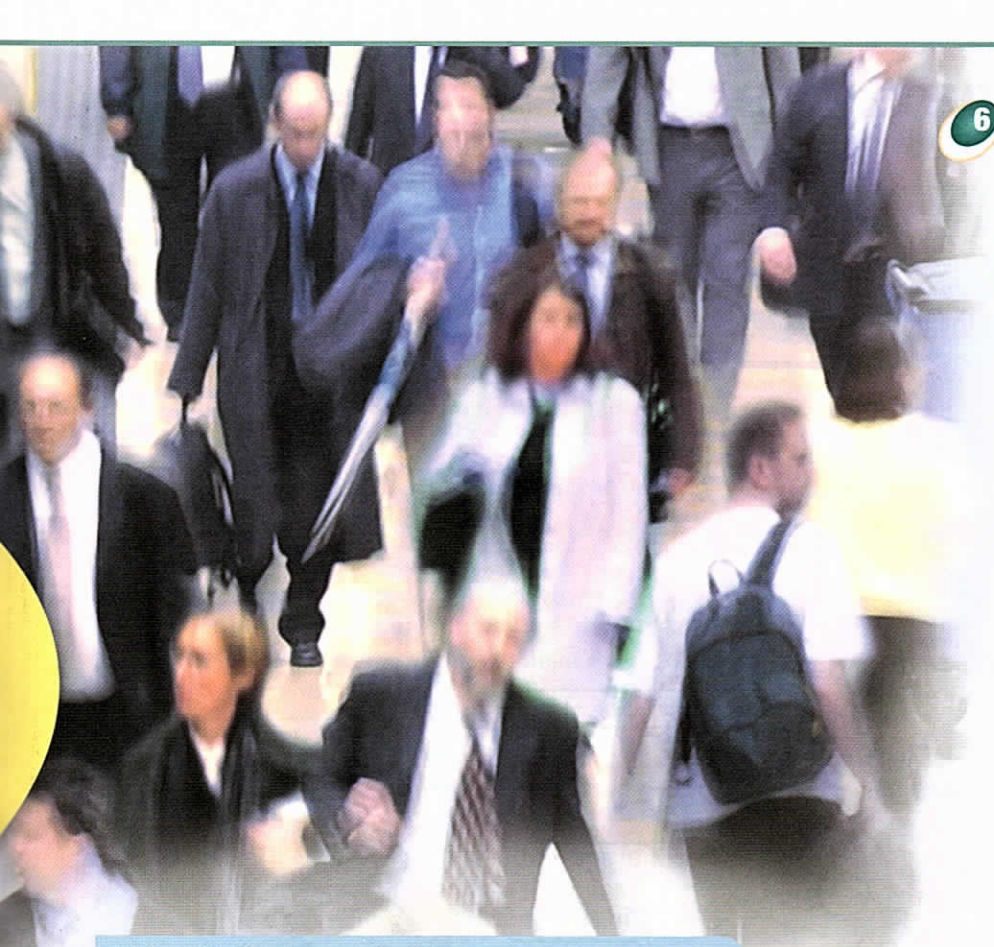
Review question tags



4 a) R2.2 Listen to the second part of the radio programme again. Fill in the gaps with one or two words.

- 1 Rob says he **must** take more time off work.
- 2 Honoré thinks people **should** only work hours a week.
- 3 Some French employees **are allowed to** begin their weekend at on Thursday.
- 4 Honoré says we **ought to** spend more time relaxing with
- 5 People **can** get their best when they're doing nothing.
- 6 In some American companies, employees **can** whenever they want.
- 7 In the UK people **are supposed to** have a break every
- 8 Kim says that lots of people **have to** take
- 9 Rob says that we're **able to** continue working when we're

b) Do you agree with Carl Honoré's ideas? Why?/Why not?



Help with Grammar Modal verbs (1); *be able to*, *be allowed to*, *be supposed to*

5 a) Look at the sentences in 4a). Then complete the rules with the verb forms in **bold**. Use the infinitive form if necessary.

- We use *be supposed to* to say a person is expected to do something.
- We use *can* and to talk about ability or possibility.
- We use *must* and to say something is necessary.
- We use and to give advice.
- We use and to say we have permission to do something.

b) Look again at the verb forms in **bold** in 4a). Answer these questions.

- 1 Do we use the infinitive or *verb+ing* after these verb forms?
- 2 Which verb forms include *to*?
- 3 How do we make these verb forms negative?
- 4 How do we make questions with these verb forms?

c) Look at these sentences. Then complete the rules with *mustn't* or *don't have to*.

*You **mustn't** send personal emails from the office. You can only send work emails.*

*You **don't have to** wear a suit to work, but you can if you want to.*

- We use to say something isn't necessary.
- We use to say something is not allowed.

d) Check in G2.1 p117.

6

a) Kim and Rob are talking after the radio programme. Read their conversation and choose the correct verb forms. Who has the best working conditions?

KIM So, do you think you ¹***should***/are allowed to relax more?

ROB Absolutely! I ²*am able to/must* try to slow down a bit.

KIM ³*Are you able to/Should you* start work when you want?

ROB ⁴*I'm supposed to/I can* be in the office at eight. What about you?

KIM I ⁵*don't have to/mustn't* be at work until ten.

ROB Lucky you. ⁶*Are you allowed to/Should you* work at home?

KIM Yes, we ⁷*ought to/can* work at home two days a week.

ROB Oh, we ⁸*have to/are able to* be in the office every day.

KIM Perhaps you ⁹*ought to/are supposed to* look for another job.

ROB Yes, maybe. Anyway, I ¹⁰*have to/can* go. I ¹¹*mustn't/don't have to* be late for my next meeting. Bye!

b) R2.3 Listen and check.

c) R2.4 P Listen and practise the sentences in 6a).

Do you /dʒə/ think you should relax more?

Get ready ... Get it right!

7

Work in groups. You run a company with good working conditions. Make notes on the important things about your company. Use these ideas.

- the name of the company
- what your company does
- the number of employees
- working hours and overtime
- what employees can wear
- breaks and holidays
- any other interesting information

8

a) Work with students from different groups. Take turns to describe your companies. Ask questions to find out more information. Which is the best company to work for? Why?

b) Tell the class which company you think is the best to work for. Which is the most popular company in the class?

5) TAKING MESSAGES

5a) When your boss or your colleagues are out, it may be part of your job to take messages for them. Obviously, your messages should be simple, clear and accurate. To make sure that they have all the information they need, it is a good idea to keep a pad like the one shown below next to the telephone.

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

5b) GRAMMAR POINT

When you take a message, you should transform direct speech into indirect or reported speech by altering the form of the verb, as shown below.

DIRECT SPEECH	→	INDIRECT SPEECH
Simple Present <i>"I live in Seattle"</i>	→	Simple Past <i>He said he lived in Seattle</i>
Present Continuous <i>"I am working"</i>	→	Past Continuous <i>She said she was working</i>
Present Perfect <i>"I have stopped smoking"</i>	→	Past Perfect <i>He said he had stopped smoking</i>
Simple Past <i>"I forgot"</i>	→	Past Perfect <i>He said he had forgotten</i>
Simple Future <i>"I will / shall resign"</i>	→	<i>He said he <u>would</u> resign</i>
Future Continuous <i>"I will / shall be sunbathing"</i>	→	<i>She said she <u>would</u> be sunbathing</i>

NB. Might / Should / Ought to / Used to / Would – remain unchanged.

5c) Certain pronouns (e.g. I → he/she) plus the words shown below will also need to be changed.

<i>This → That</i>	<i>These → Those</i>	<i>Here → There</i>	<i>Now → Then</i>	<i>Come → Go or Went</i>
<i>Today → That Day</i>	<i>Yesterday → The Day Before</i>	<i>Tomorrow → The Following Day</i>		
<i>Next Year → The Following Year</i>	<i>Last Year → The Year Before</i>	<i>Ago → Before</i>		

5d) The following reporting verbs are also useful. As you can see, they fall into particular patterns.

He	said suggested demanded proposed insisted stated added	that I <u>should</u> (not) <u>write</u> to you.	<i>dire</i> <i>suggerire</i> <i>pretendere / esigere</i> <i>proporre</i> <i>insistere</i> <i>dichiarare</i> <i>aggiungere</i>
He	promised agreed threatened	(not) <u>to tell</u> my father.	<i>promettere</i> <i>convenire / acconsentire</i> <i>minacciare</i>
She	offered refused	<u>to pay</u> for the meal.	<i>offrire</i> <i>rifiutare</i>
He	told asked advised ordered invited warned reminded	me (not) <u>to go</u> to the meeting.	<i>dire</i> <i>chiedere / domandare</i> <i>consigliare</i> <i>ordinare</i> <i>invitare</i> <i>avvertire</i> <i>chiedere a qualcuno di ricordare qualcosa</i>
She	admitted denied apologized for suggested	<u>taking</u> the morning off.	<i>ammettere</i> <i>negare / smentire</i> <i>scusarsi / chiedere scusa</i> <i>suggerire</i>

6) PRACTICE ACTIVITY

You are at work. Take the following five messages for your colleagues.

i) "This is Franz Oberhauser speaking. Could you tell Madeleine Swann that I will come to pick her up at nine p.m.?"

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

ii) "This is Jane White. Could you let Mr Jones know that ZTV has signed the contract, as expected."

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

iii) "This is Lucia Sciarra here. Please ask Mr Bond if he feels like going out tonight."

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

iv) "This is Sarah Green. Could you tell Mr Ash that I will be flying to Cairo at nine o'clock tomorrow morning."

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

v) "This message is for Mrs Bush from Andrew Pitt. Please tell her that I am preparing the contract now and that it should be ready by Friday."

TO:	
CALLER:	
MESSAGE:	
DATE/TIME:	

11 All part of the job

11A Any messages?

QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Imagine you're staying at your partner's house/flat. Think of four things you want to do there. Work in pairs. Take turns to ask for, give or refuse permission.

Vocabulary things people do at work
Grammar reported speech: sentences
Help with Listening /h/ in *he, his, him* and *her*
Review verb forms

Vocabulary Things people do at work

1 Match a word/phrase in A to a word/phrase in B. Check in **V11.1** p138.

A	B
have a lot of work	conferences
sort out	responsibility
organise	unsocial hours
	people's problems
do	for an audition
go	overtime
run	for the finances
be responsible	a department
deal with	of a company
arrange	shifts
work	customers/clients
be in charge	meetings

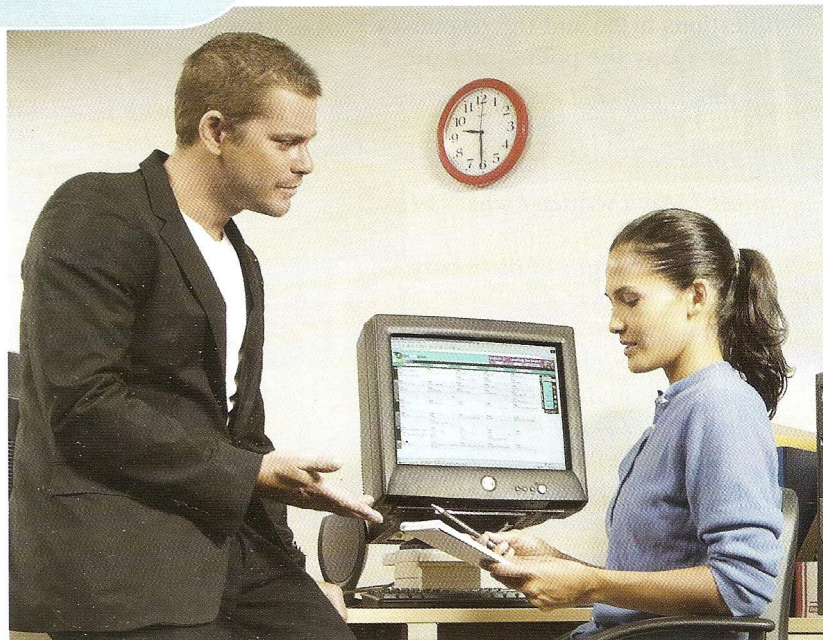
2 a) Write the names of three people you know who have jobs. Think what these people do in their jobs. Use phrases from 1 or your own ideas.

b) Work in pairs. Take turns to tell each other about the people you chose in 2a).

Listening and Grammar

3 **R11.1** Gabi is a PA (personal assistant) for On The Box, a company that makes TV programmes. Listen to Gabi talking to Fiona, an actress. Answer these questions.

- Where is Gabi's boss, Max?
- Where is Fiona?
- What has happened to Fiona?
- What is Gabi going to ask Max to do?



4 **R11.1** Listen again. Fill in the gaps in these sentences.

- I can't come to the meeting on Monday.
- I was in a car
- I won't be able to walk on it for a
- I've already had one
- I'm having another operation on
- I still want to be in the
- They're going to start filming
- You must talk to

5 a) **R11.2** Look at the photo. Gabi is talking to Max the next day. Read sentences a)–h). Then listen and put these sentences in the order Gabi says them.

- She said that she'd been in a car accident. 1
- She said she still wanted to be in the programme.
- I told her that she had to talk to you.
- She told me that she'd already had one operation.
- She said that she was having another operation on Friday.
- I told her they were going to start filming soon.
- She told me she couldn't come to the meeting on Monday.
- She said she wouldn't be able to walk on it for a month.

b) Match sentences 1–8 in 4 to sentences a)–h) in 5a).

1 g)

Help with Grammar

Reported speech: sentences

- 6 a) Look at the sentences in 4 and 5a). Notice how the verb form changes in reported speech. Then fill in the table with these verb forms. Use one verb form twice.

Past Simple	Past Perfect	Past Continuous
would	could	had to
		was/were going to

verb form in direct speech	verb form in reported speech
Present Simple	Past Simple
Present Continuous	
Present Perfect Simple	
Past Simple	
am/is/are going to	
will	
can	
must	

- b) Look at the sentences in 5a). Then choose the correct words in these rules.

- We *always/never* use an object (*me, her, etc.*) with *say*.
- We *always/never* use an object (*me, her, etc.*) with *tell*.
- We *have to/don't have to* use *that* after *say* and *tell* in reported speech.
- Pronouns (*I, he, etc.*) and possessive adjectives (*my, his, etc.*) *usually/never* change in reported speech.

TIP! • The modal verbs *could, should, would, might* and *ought to* don't change in reported speech.

- c) Check in **G11.1** p139.

- 7 **R11.3** **P** Listen and practise the sentences in 5a).
She said that /ðæt/ she'd been in a car accident.

- 8 a) Gabi also took some other messages for Max yesterday. She is now giving Max the messages. Write what she says in reported speech. Use the verbs in brackets.

- MR HALL I must talk to Max. (say)
Mr Hall said (that) he had to talk to you.
- CARL I'm going to be in New York next week. (tell)
- SID I didn't understand your email. (say)
- LINDA WISE I can't come to Monday's meeting. (say)
- MRS LEE The designs will be ready on Monday. (tell)
- TED BLACK I'm having a party on Saturday. (say)
- TED BLACK I want to talk to Max about a new project. (say)
- MAX'S EX-WIFE I've sold the house. (tell)

- b) **R11.4** Listen and check.

Help with Listening

/h/ in *he, his, him* and *her*

- 9 a) **R11.4** Listen to the beginning of the conversation again. Circle each **h** in bold you hear.

GABI Well, Mr Hall said **he** had to talk to you.
MAX OK, I'll call **him** later. What's **his** number?
GABI **He** only gave me **his** mobile number. Here it is.
MAX What does **he** want, anyway? I talked to **him** last week.
GABI Apparently **his** wife wants **her** script back.

- b) Choose the correct words in these rules.

- We usually hear /h/ in *he, his, him* and *her* if it follows a *consonant/vowel* sound.
- We don't usually hear /h/ in *he, his, him* and *her* if it follows a *consonant/vowel* sound.

- c) Look at R11.4, p156. Listen to Gabi and Max's conversation again. Notice when we don't say /h/ in *he, his, him* and *her*.

Get ready ... Get it right!

- 10 Write eight sentences about yourself. Four sentences should be true and four should be false. Use these phrases or your own ideas.

- I can/can't ...
- I'm ... this weekend.
- I really like ...
- I ... last year.
- I've been to ...
- I think I'll ...
- I've never ...
- Next year I'm going to ...

I can't swim.

I really like basketball.

- 11 a) Work in pairs. Take turns to tell each other your sentences. Your partner guesses if they're true or false. You can write one word only to help you remember each of your partner's sentences.

- b) Work with a new partner. Take turns to tell each other your first partner's sentences. Use reported speech. Your new partner guesses if they are true or false.

Adriana said she couldn't swim.

I think that's false.

No, it's true!

QUICK REVIEW ●●●

Write all the jobs you know. Work in pairs. Compare lists. Who has the most words? Tell your partner about people you know with these jobs.

Vocabulary Adjectives to describe jobs

- 1 a) Tick the adjectives you know. Then do the exercise in **V11.2** p138.

demanding	well-paid	badly-paid
temporary	permanent	full-time
part-time	stressful	challenging
rewarding	repetitive	lonely
glamorous	dull	

b) Look at the list of jobs you wrote in the quick review. Match one adjective from 1a) to each job.

c) Work in pairs. Compare lists. Do you agree with your partner's adjectives?

- 2 a) Choose two jobs from your list that you would like to do and two that you wouldn't like to do. Think why you chose these jobs.

b) Work in groups. Take turns to tell the group why you chose those jobs.

Listening and Grammar

- 3 a) Work in pairs. Discuss these questions.

- 1 What's the best way to find a job in your town/city?
- 2 Have you ever had a job interview? If so, how did it go?
- 3 Which questions are people usually asked at a job interview?

b) **R11.5** Look at the photo. Eva is having an audition at On The Box. Listen and fill in the gaps with one or two words.

- 1 Are you working at the moment?
- 2 Do you have any acting work in the next _____ months?
- 3 And what was your last acting _____?
- 4 What other _____ have you had recently?
- 5 And where did you study _____?
- 6 Are you available to start _____?

c) Listen again. What are Eva's answers to the questions in 3b)?

Vocabulary adjectives to describe jobs

Grammar reported speech: questions, requests and imperatives

Review reported speech: sentences; verb forms



- 4 a) **R11.6** Eva is telling her boyfriend, Joe, about the audition. Read sentences a)–f). Then listen and put these sentences in the order she says them.

- a) First he asked me if I was working at the moment. 1
- b) He asked where I'd studied acting.
- c) He wanted to know what my last acting job had been.
- d) He wanted to know whether I was available to start next week.
- e) And he asked me what other parts I'd had recently.
- f) He also asked if I had any acting work in the next three months.

b) Match Max's questions in 3b) to Eva's sentences in 4a).

Help with Grammar Reported speech: questions

- 5 a) Look at the reported questions in 4a). Choose the correct words/phrases in these rules.

- We *use/don't use* the auxiliaries *do, does* or *did* in reported questions.
- We use *if* or *whether* when we report questions *with/without* a question word.
- We *sometimes/always/never* use an object (*me, him, etc.*) with *ask*.
- The changes in the verb forms in reported questions are *the same as/different from* reported sentences.

b) Look again at the reported questions in 4a). Then fill in the gaps with *asked, wanted, whether, subject* or *verb*.

REPORTED WH- QUESTIONS

He _____ (me)
He wanted to know + _____ + subject + _____

REPORTED YES/NO QUESTIONS

He asked (me)
He _____ to know + *if* or _____ + _____ + verb

- c) Check in **G11.2** p139.

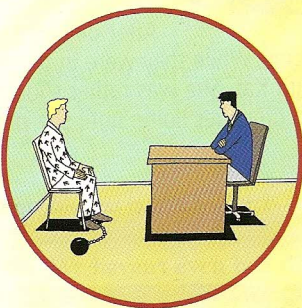
- 6** **R11.7** **P** Listen and practise the reported questions in 4a).

First he asked me if I was working at the moment.

- 7** a) Look at these real questions that people have asked in interviews. Write the questions in reported speech. Use the phrases in brackets.

What **NOT** to ask in an interview!

- 1 Can my rabbit come to work with me?
(She asked ...)
She asked if her rabbit could come to work with her.
- 2 What is your star sign?
(She asked him ...)
- 3 Is it a problem if I'm angry most of the time?
(He asked him ...)
- 4 Why aren't you in a more interesting business?
(She asked them ...)
- 5 Do I have to wear a suit for the next interview?
(He wanted to know ...)
- 6 Which job am I applying for?
(He wanted to know ...)
- 7 Can I come back when I find my glasses?
(She wanted to know ...)
- 8 Why am I here? (She wanted to know ...)
- 9 Will the company pay to look after my horse?
(He asked her ...)
- 10 Have you been in prison too? (He asked him ...)



- b)** Work in pairs. Compare answers. Which question do you think is the funniest?

- 8** **R11.8** Max phones Eva later that day. She's got the job! Listen and answer these questions.

- 1 Where does she have to go on Monday?
- 2 What time does she have to be there?
- 3 Who is she going to meet?
- 4 How long is the job going to last?

Help with Grammar **Reported speech: requests and imperatives**

- 9** a) Look at these sentences. Which is a request? Which are imperatives?

Can you come to a meeting on Monday?
Be at our offices at ten.
Don't accept any more work.

- b)** Look at how Eva reported what Max said. Then complete the rules with *imperatives* and *requests*.

He asked me to come to a meeting on Monday.
He told me to be at their offices at ten.
He told me not to accept any more work.

- To report _____, we use:
asked + object + (not) + infinitive with to.
- To report _____, we use:
told + object + (not) + infinitive with to.

- c)** Check in **G11.3** p139.

- 10** Eva and Joe are talking later that day. Write Eva's sentences in reported speech.

- 1 Could you give me a lift tomorrow?
She asked him to give her a lift tomorrow.
- 2 Call me at lunchtime.
- 3 Will you pick me up after the meeting?
- 4 Don't worry about me.
- 5 Can you book a table at our favourite restaurant?
- 6 Don't tell anyone about the job yet.
- 7 Do you think you could help me learn my lines?

Get ready ... Get it right!

- 11** Choose a partner, but don't work with him/her yet. Write six questions to ask your partner. Choose questions you don't know the answer to. Use these phrases or your own ideas.

- When did you last ...
- How often do you ...
- What are you doing ...
- Do you usually ...
- Have you ever ...
- Can you ...

- 12** a) Work with your partner. Take turns to ask and answer your questions. Make notes on your partner's answers.

- b)** Work with a new partner. Take turns to tell him/her about your conversation with your first partner. Use reported speech.

*Rudi asked me if I'd ever been to the USA.
I told him I'd been there twice.*

- c)** Tell the class two interesting things you found out about your first partner.

TAKING MESSAGES

1) Listen to four conversations and complete the messages below, using the correct style in each case.

TO: David Cameron	TO: Carol Jones
FROM: Carol Jones	FROM: David Cameron
Dear Mr Cameron, I'm sorry but	Dear Ms Jones, I know it's a lot to ask but
DATE/TIME:	DATE/TIME:

TO: Matt
From: Carol
Hi darling, Oh dear, I'm so, so sorry but
DATE/TIME:

TO: Aimee	TO: Jackie
FROM: Jackie	FROM: Aimee
Dear Aimee, This just to remind you that	Dear Jackie, I'm sorry, Jackie, but
DATE/TIME:	DATE/TIME:

2) Complete this telephone conversation by putting one suitable word into each gap (10 marks).

A:, VIP Conference Co. I help you ?

B: is Noam Chomsky, here. Could I speak Ms Fabbri, please ? It's extremely important.

A: Well, Ms Fabbri is in her office but her extension number is at the moment. Would you the line, please, and I'll tell her you're calling.

B: Excuse me, Ms Fabbri, there's an urgent call from America. Could you it, please ? It's Noam Chomsky.

C: Not now, I'm tied with another client. Could you him that I'll call him later ?

B: Professor Chomsky, can Ms Fabbri phone you in about five minutes' time ?

A: Oh, all right. If it no longer than that. I'm only here the office until eleven o'clock and then I have to go I won't back until late this afternoon.

B: Could I ask what the call is ?

A: Well, I'm afraid Professor Pinker and Doctor House won't be able to come to the Macerata conference after all because there has been a up involving their visas and tickets. Our travel agent is into the matter and he's usually very reliable but the delay has gone far too long, so we won't be using his services again. In the meantime, I would be much obliged if you would pass my apologies to Ms Fabbri.

B: I'll do that, Professor Chomsky. you for calling, goodbye.

A: Goodbye.