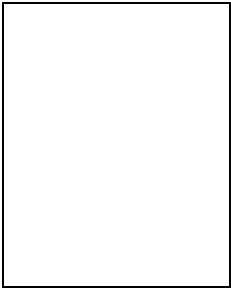




PERSONAL INFORMATION



Sex:

| Date of Birth:

| Nationality:

JOB APPLIED FOR

WORK EXPERIENCE



From..... to



Duties and Responsibilities:

Business or sector:

From..... to



Duties and Responsibilities:

Business or sector:



EDUCATION AND TRAINING

From..... to

Tel.
Email:
Website:

Principal Subjects Studied:

From..... to

Tel.
Email:
Website:

Principal Subjects Studied:

PERSONAL SKILLS

Mother tongue
Other languages

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

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Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user -
Common European Framework of Reference for Languages

Communication skills

Organizational skills

Job-related skills

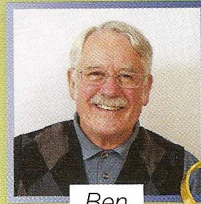
Computer skills

Other skills

Driving licence

REFERENCES

QUICK REVIEW have got Work in pairs. Ask questions with *have got*. Find five things you've got but your partner hasn't got.



Ben



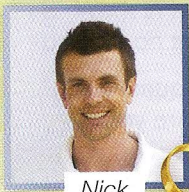
Mary

husband son daughter father
mother brother children

PAM We're a typical British family, I think. My ¹ husband 's name is Nick and we've got two ² _____, a boy and a girl. Our ³ son 's name is Robbie and Florence is our ⁴ _____ – she's just a baby. And my parents? Well, Ben is my ⁵ _____ and Mary is my ⁶ _____. I've got one ⁷ _____, his name's Greg, and one sister, Jill.

wife parents sisters granddaughter
grandsons grandchildren

GREG My ⁸ wife 's name is Martina and we've got one son, Alan. He's nineteen years old now. I've got two ⁹ _____, Pam and Jill. Pam's married with two kids and Jill's divorced. My ¹⁰ parents ' names are Ben and Mary. They've got three children and three ¹¹ _____, two ¹² _____, Alan and Robbie, and a ¹³ _____, Florence.



Nick



Pam



Jill



Greg



Martina



Robbie



Florence

aunts grandparents cousins
grandmother grandfather uncle

ALAN My mum and dad's names are Greg and Martina. I've got two ¹⁴ aunts, Pam and Jill, and one ¹⁵ _____. His name's Nick and he's a doctor. I've also got two ¹⁶ _____, Robbie and Florence. My ¹⁷ grandparents ' names are Ben – he's my ¹⁸ _____ – and Mary, my ¹⁹ _____.






Alan

Vocabulary, Reading and Listening Family

- 1 a** Look at the family tree. Then read about the family. Fill in the gaps with the words in the boxes.
- b** **CD1** **37** Listen and check your answers.

- 2** Look again at the family tree. Put the words in the boxes in three groups. Then check in **VOCABULARY 2.3** p130.

- 1  male *father/dad*
- 2  female *mother/mum*
- 3  male and female *parents*

- 3 a** Write four questions with *How many ... ?* about the people in the family tree.

How many brothers and sisters has Pam got?

How many children have Mary and Ben got?

- b** Work in pairs. Ask and answer your questions.

- 4** Tick the correct sentences. Change the words in bold in the incorrect sentences.

- 1 Jill is Pam's **cousin**. *sister*
- 2 Ben is Mary's **husband**.
- 3 Jill is Alan's **cousin**.
- 4 Alan is Martina's **son**.
- 5 Nick and Pam are Robbie's **grandparents**.
- 6 Mary is Robbie and Florence's **grandmother**.

HELP WITH GRAMMAR Possessive 's

- 5 a** Look at these sentences. Then read the rule.
- Jill is Pam's sister. My husband's name is Nick.*
- We use a name + 's (*Pam's*, etc.) or a noun + 's (*husband's*, etc.) for the possessive.

b 's can mean *is*, *has* or the possessive. Match 1–3 to a–c.

- | | |
|--------------------------|-------------------|
| 1 Ben is Pam's father. | a 's = is |
| 2 Jill's her sister. | b 's = has |
| 3 She's got one brother. | c 's = possessive |

GRAMMAR 2.3 p131

6 Make sentences about these people.

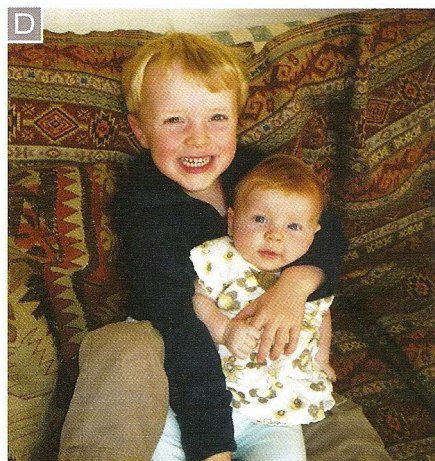
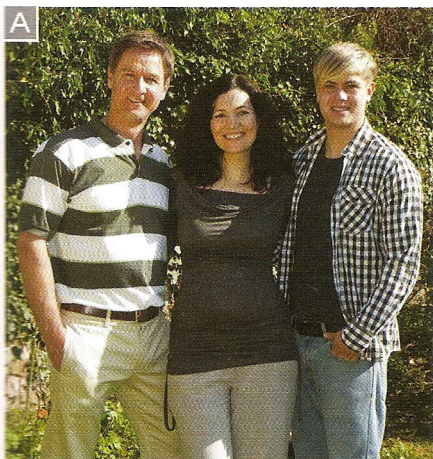
- | | |
|----------------------------|---------------------------|
| 1 Pam / Alan | 3 Robbie / Florence |
| <i>Pam is Alan's aunt.</i> | 4 Mary / Ben |
| 2 Greg / Martina | 5 Florence / Ben and Mary |

7 CD1 38 PRONUNCIATION Listen and practise. Copy the stress.

Alan's → Pam is Alan's aunt.

Listening and Speaking

- 8** Jill wants to show her new boyfriend, Luke, some photos. Look at photos A–D. Who are the people?



- 9 a CD1 39** Listen to Jill and Luke's conversation. Put photos A–D in order.

b Listen again and choose the correct words.

- Jill's sister Pam is an English/French teacher.
- Pam's husband Nick is a lawyer/doctor.
- Their son Robbie is six/seven.
- Jill's brother Greg is an engineer/accountant.
- His wife Martina is Spanish/Italian.
- Jill's mother is retired/a sales assistant.
- Jill's father is seventy/seventy-three.

HELP WITH LISTENING

Sentence stress (2)

- 10 a CD1 39** Listen to the first sentence of the conversation again. Notice the sentence stress. We stress the important words.

Luke, come and look at these photos of my family.

- b** Look at Audio Script CD1 39 p156. Listen to the whole conversation and follow the stressed words.

Get ready ... Get it right!

- 11 a** Write your name and the names of five people in your family on a piece of paper. Think what you can say about these people (age, job, married, etc.). Don't write this information.

b Choose a partner, but don't talk to him/her. Swap papers. Make questions to ask about your partner's family.

Who's (Claudia)?

Is she married?

Has she got any children?

- 12 a** Work with your partner. Take turns to ask questions about his/her family. Make notes on your partner's answers.

b Tell another student about your partner's family.

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>



HM Queen Elizabeth II
b. 21 Apr 1926



Prince Philip
Duke of Edinburgh
b. 10 Jun 1921

Married
20 Nov
1947



Prince Charles
Prince of Wales
b. 14 Nov 1948



Princess Anne
b. 15 Aug 1950



Prince Andrew
Duke of York
b. 19 Feb 1960



Prince Edward
Earl of Wessex
b. 10 Mar 1964



Sophie
Countess of Wessex
b. 20 Jan 1965



Diana
Princess of Wales
b. 1 Jul 1961
d. 31 Aug 1997



Mark Phillips
b. 22 Sep 1948
Divorced



Sarah
Duchess of York
b. 15 Oct 1959

Married 29
Jul 1981
Divorced 28
Aug 1996

Married 14
Nov 1973
Divorced 28
Apr 1992

Married 23
Jul 1986
Divorced 30
May 1996

Married 19
Jun 1999

Married 9
Apr 2005

Married 12
Dec 1992



Camilla
Duchess of Cornwall
b. 17 July 1947



Timothy Laurence
b. 1 Mar 1955



Lady Louise
b. 8 Nov 2003



Viscount Severn
b. 17 Dec 2007



Prince Henry (Harry)
Duke of Sussex
b. 15 Sep 1984



Meghan
Duchess of Sussex
b. 4 Aug 1981

Married 19 May 2018



Princess Beatrice
b. 8 Aug 1988



Princess Eugenie
b. 23 Mar 1990

Married 12 Oct 2018

Jack Brooksbank
b. 3 May 1986



Prince William
Duke of Cambridge
b. 21 Jun 1982



Catherine
Duchess of Cambridge
b. 9 Jan 1982

Married 29 Apr 2011



Peter Phillips
b. 15 Nov 1977



Autumn Phillips
b. 3 May 1978



Zara Phillips
b. 15 May 1981

Married 30 Jul 2011



Mike Tindall
b. 18 Oct 1978



Prince George
b. 22 Jul 2013



Princess Charlotte
b. 2 May 2015



Prince Louis
b. 23 Apr 2018



Archie
b. 6 May 2019



Savannah
b. 29 Dec 2010



Isla
b. 29 Mar 2012



Mia
b. 17 Jan 2014



Lena
b. 18 Jun 2018

Watch this short news report about Prince William and Kate Middleton's wedding:

Speakout Starter Unit 2 BBC Royal Wedding

<https://www.youtube.com/watch?v=xtqjz0kWmgg>

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?"

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, 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.'

iv) Now watch the BBC news report: 'Sargy Mann: Painting with inner vision - BBC News'

<https://www.youtube.com/watch?v=x9vHwCiaSwM>

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

- a) Sargy Mann see.
- b) Sargy Mann see again.
- c) Sargy Mann paint the images he sees in his mind.
- d) When he was 30, he still see.
- e) When he was 35, he see anymore.
- f) When he was 30, he paint landscapes.
- g) Now, he paint landscapes anymore.
- h) Now, he still paint portraits of his wife.
- i) The gallery owner thinks he sell a large Sargy Mann painting for £50,000.
- j) Sargy Mann thinks he always paint if the subject comes from his own experience.

vi) 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 67

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

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

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

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

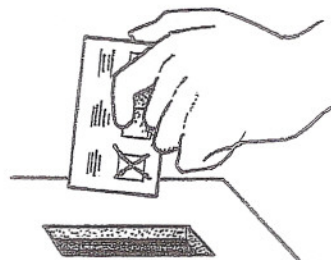
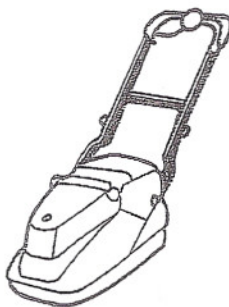
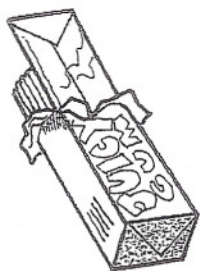
Might indicates a 10% possibility in the present or the future

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

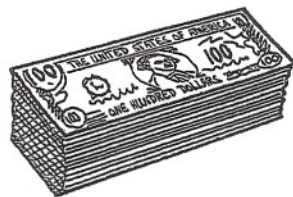
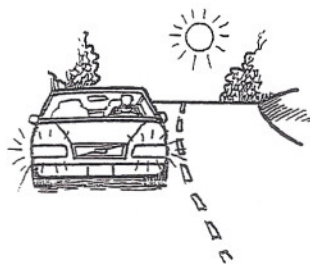
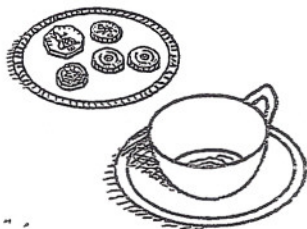
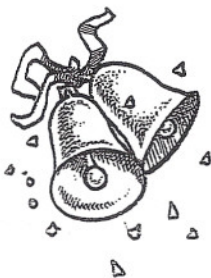
e.g. 'She *could* go to Oxford or Cambridge.'

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

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



- 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

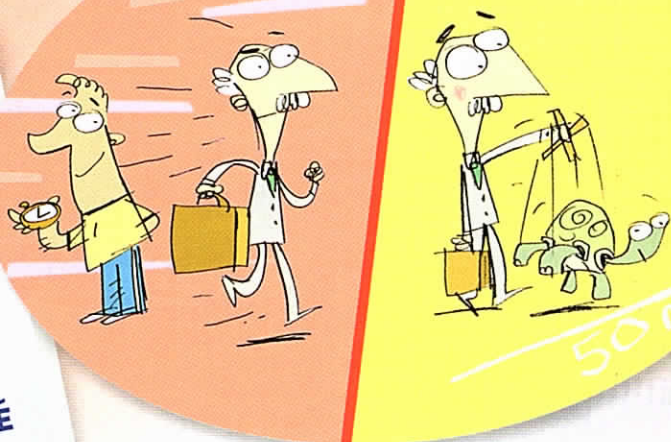
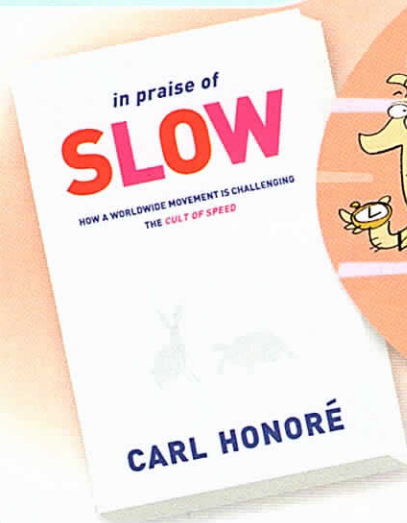
- 1 Some companies in give their employees three days off at the weekend.
- 2 People in spend 15% less time at work now than they did in 1980.
- 3 In 20% of people work more than 60 hours a week.
- 4 60% of people in said they didn't take all their paid holiday.
- 5 In 20% of people don't take time off 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*

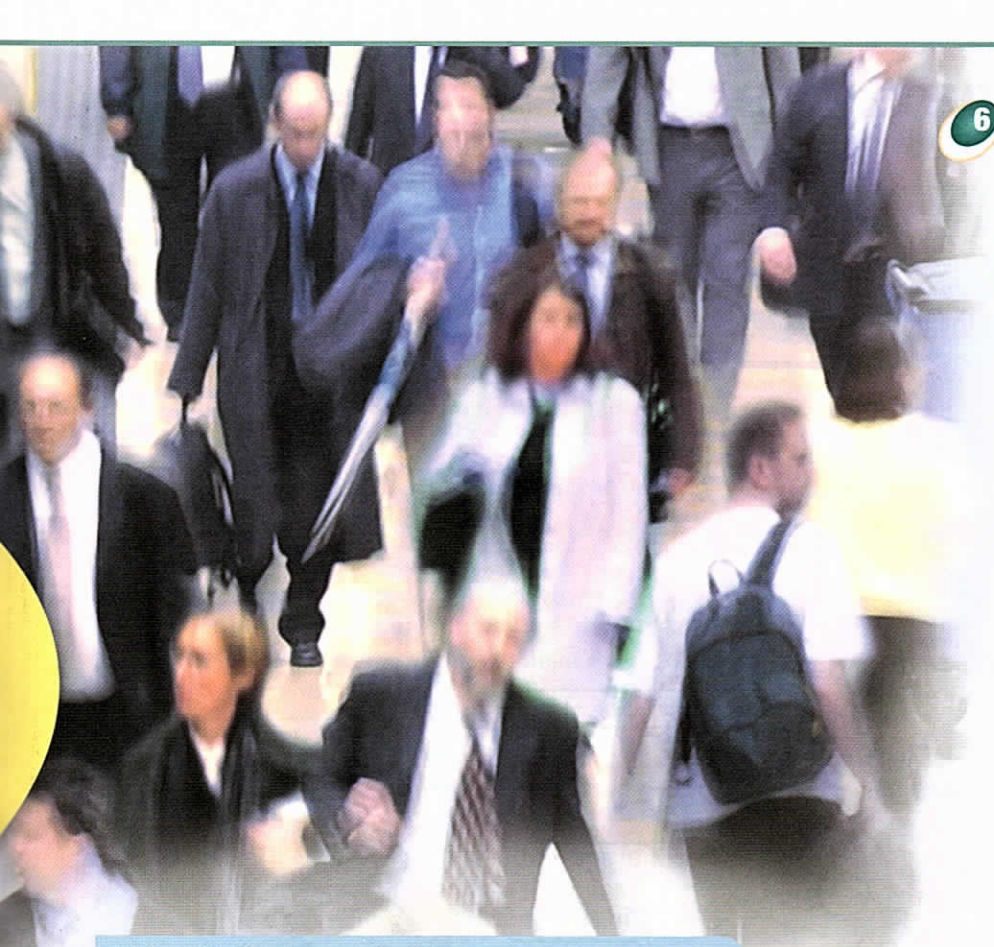
Review question tags



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.

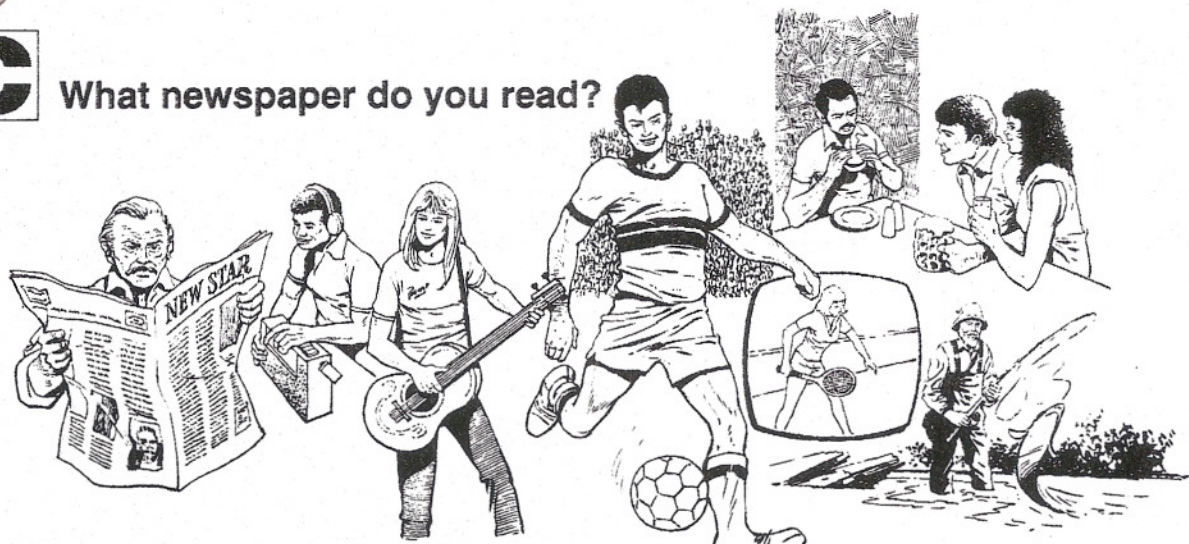
- the name of the company
- what your company does
- the number of employees
- working hours and overtime
- what employees can wear
- breaks and holidays
- any other interesting information

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.