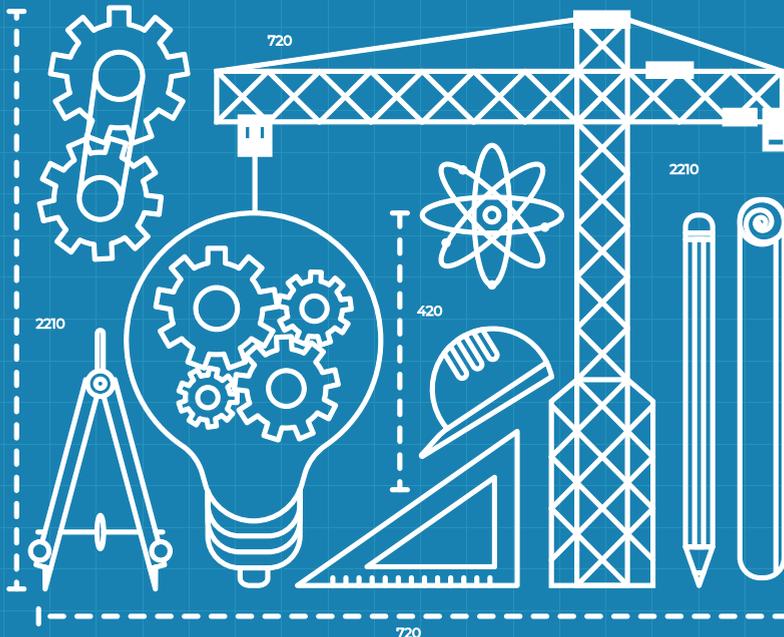


Ricardo Casañ Pitarch
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THE **ENGINEER**

English Language for Industrial Engineering



edUPV

Universitat Politècnica de València

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Collection *Académica*

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► ABSTRACT

The Engineer: English Language for Industrial Engineering is a book with a serious video game that aims at teaching students general English at B2 level (CEFRL) and technical language related to the industrial engineering business. The book contains six units contextualized in the story of a recently graduated industrial engineer who is looking for a first engineering job. The book and the video game provide an environment of linguistic immersion through functional language, reading comprehension, and the protagonist's interaction with other computerized characters. The new knowledge is introduced in the teaching book and practiced along with the corresponding missions of the video game. The exercises are related to the industrial engineering industry and are based on puzzles, tests, fictional dialogues, search and use of objects, and other skill games. This material aims to make the learning process more engaging with active exercises immersed in the fictional reality of a video game.

► INTRODUCTION

This book aims at teaching English B2 and specific English language for the engineering business. The book is divided into six units, and it is supported by a serious video game, *The Engineer*, which can be downloaded from http://tiny.cc/0387_TheEngineer. The purpose of this video game is to extend the time of exposure to the target content and practice and also motivate the students in their learning process. *The Engineer* is played individually, and it is addressed to industrial engineering bachelor's students. The purpose of this book with a serious video game is to help students with at least an English B1 level (CEFR) to gain English B2 proficiency and learn specific language related to the professional field of industrial engineering.

Our book contains six lessons, combining general B2 English content and technical language for industrial engineers. In this sense, the video game mainly focuses on the technical language, which gives support to the book with additional activities in an immersive gamified environment. Each of the six lessons focuses on a professional situation in which some specific language forms must be used. In addition to general B2 English, the lessons focus on language related to job hunting, reading drawings, safety at work, fixing things and tools, communication on the phone, and reading math formulas, among others.

The synopsis of the game is about a recently graduated industrial engineer who aims at getting their first engineering job. The main character can be either male or female, and the gender choice is made at the beginning of the story. With the support of a labor consultancy from the university, the main character finds a job offer for an internship as an Industrial Engineer at the company *Albuferum*, located in the industrial city of *Fallas*. The language used in this company is English, and the main character must do a series of tasks and complete six missions related to the industrial engineering profession.

The new employee is expected to learn by doing and get motivated with the inclusion of rewards and the personal satisfaction of learning. The exercises are related to the industrial engineering industry and are based on puzzles, tests, fictional dialogues, search and use of objects, and other skill games. *The Engineer* offers an environment of linguistic immersion through functional language, reading comprehension, and the protagonist's interaction with other computerized characters. The new knowledge is introduced in the teaching book and practiced along with the corresponding missions of the video game.

The video game can only be played from a computer with *Windows*. The user must download the compressed folder and unzip it. Then the users must click on *The Engineer* executable file, and the video game will run. The video game can be saved anytime during the mission, and the missions can also be restarted. The controls to move around the map are the arrows of the keyboard, and the key E is used to execute actions. In addition, the mouse is also used to complete some exercises in the game.

Concerning the use of this material, the teacher should introduce the units from the book first, and then the students should play the video game so they can practice further with exercises and extend their time of exposure to the content of the lessons. The students can monitor their progress and share it with the instructor by clicking on the *Game Results*

item in the main menu at any time. The last exercise in each unit is a test to assess the students' knowledge about the content of each unit. In the case of units 1 and 6, these tests correspond to the penultimate exercise, as the last exercises in these units correspond to the global pre-test and post-test. With these two tests, the instructor can measure the learners' progress after the use of this material.

In sum, the use of video games for educational purposes in tertiary education is real and some studies have proved that using video games to support the teaching of specific subjects is an effective pedagogical strategy. *The Engineer* aims to help students acquire general and technical English language at B2 level (CEFRL).

Download The Engineer here:



http://tiny.cc/0387_TheEngineer

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THE ENGINEER: ENGLISH LANGUAGE FOR INDUSTRIAL ENGINEERING

Mission 1	Mission 2
<i>Job Hunting</i>	<i>The Workshop</i>
To learn language related to jobs To write a covering letter To face a job interview Present and Past Tense Prepositions Adjectives CV The job interview Covering Letters	To understand technical drawings To describe objects To describe habits in the past Perfect aspect Used to/ Be Used to/ Get Used to The Comparative and Superlative Reading drawings Descriptions

Mission 3	Mission 4
<i>Building up!</i>	<i>Safety</i>
To give instructions To fix objects and machines To learn vocabulary about tools Linking words Infinitive verbs Fixing things and tools Giving instructions Expressing Opinions	To speculate and deduce To make suggestion Modal verbs Relative clauses Advice and suggestion Safety at work Letters of Apology Letters of Complaint

Mission 5	Mission 6
<i>On the Phone</i>	<i>The Engineering Business</i>
To explain results To speak on the phone Conditionals Reported speech Communicating on the phone Explaining results Narratives	To read mathematical formulas To learn vocabulary related to materials Passive voice Raw and processed materials Reading Formulas General Business Correspondence

MISSION 1. JOB HUNTING

► THE PRESENT AND PAST TENSE IN ENGLISH

In contrast to other languages, there are two tenses in English: past and present.

Whereas the present tense refers to events in the present and the future, the past tense focuses on events in the past.

□ The Present Simple

The present tense is made with the base form of the infinitive verb; however, we add -s to the third singular person (he, she, it): *knows, plays, speaks*.

Notice that when the verbs end in *-ch, -sh, -x, or -ss*, we add *-es* to the infinitive verbs at the end: *catches, mixes, misses, washes*. Similarly, when the verb ends in *consonant + y*, we change it *-ies*: *studies, tries*.

There are some irregular verbs such as *do* and *go*, which change to *does* and *goes*. The verb to *have* changes to *has*. The verb to *be* changes to *is* in the third singular person, *are* in the second singular person and plural, and *am* in the first singular person.

Affirmative Statements
<p>Subject + Lexical Verb + Objects + Complements. Marc plays football on Thursdays. [VERB] + s/es/ies in third person</p>
Negative Statements
<p>Subject + Aux. Verb + not + Lexical Verb + Objects + Complements. Marc doesn't play football on Thursdays.</p>
Questions
<p>Aux. Verb + Subject + Lexical Verb + Objects + Complements + ? Does Marc play football on Thursdays?</p>

□ Auxiliary Verbs in English

Negative statements and questions need an auxiliary verb in English. In present simple, the lexical verb remains in the infinitive base form (without *to*), and the auxiliary verb changes when it refers to the third singular person.

Questions and negative statements are made in English with the auxiliary verb *do*, which changes to *does* in the third singular person. The position of the auxiliary verb is before the

subject in questions, and before the lexical verb in negative statements. It is also necessary to add the adverb *not* after the auxiliary for negative statements: *do not, does not, don't, doesn't*.

There are some exceptions for the use of *do* as auxiliary verb:

- The verb *to be* is considered a semi-auxiliary verb, and it does not require other auxiliary verbs: *he is, she isn't, is it?*
- Modal verbs work as auxiliary and do not require other auxiliary verbs: *I can, you can't, can we?*
- The verb *to have* does not require other auxiliary verbs when it used as the perfect aspect, not indicating possession: *You have been, it hasn't been, have they been?*

□ Uses of the Present Simple in English

USE 1 Repeated Actions.	<i>I play tennis.</i> <i>She does not play tennis.</i> <i>Does he play tennis?</i>
USE 2 Facts or Generalizations.	<i>Cats like milk.</i> <i>Birds do not like milk.</i> <i>Do pigs like milk?</i> <i>California is in America.</i>
USE 3 Scheduled Events in the Near Future.	<i>The train leaves tonight at 6 PM.</i> <i>The bus does not arrive at 11 AM, it arrives at 11 PM.</i> <i>When do we board the plane?</i>
USE 4 Now (Non-Continuous Verbs).	<i>I am here now.</i> <i>She is not here now.</i> <i>He needs help right now.</i>

Exercise 1. Fill the gaps with the affirmative present simple.

1. (go) shopping with my brother.
2. We sometimes (use) a dictionary in class.
3. My friends (study) Italian at their school.
4. School (finish) at three o'clock.
5. He (like) rap music.
6. She (do) her homework before dinner.

 **Exercise 2.** Rewrite the following sentences in negative present simple.

1. I study French:.....
2. School finishes at two o'clock:.....
3. She copies from other students:.....
4. We think English is easy:.....
5. My friend plays volleyball:.....

 **Exercise 3.** Rewrite the following sentences in present simple questions.

1. He lives at school:.....
2. The students eat in the canteen:.....
3. My brother goes to school on Saturdays:.....
4. You live near your friends:
5. School finishes at three o'clock:

 **Exercise 4.** Explain your daily habits to your classmates.



.....

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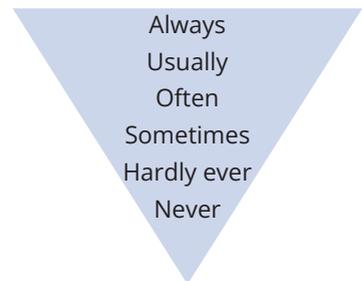
 **Exercise 5. Discussion: Generalize about the following groups of people.**

1. British people.
2. Famous people.
3. Young brothers/sisters.
4. Engineering students.
5. Ex-boyfriends and Ex-Girlfriends.
6. English.

► ADVERBS OF FREQUENCY

Adverbs of frequency can be used to express habits and actions, normally associated with the present simple. Adverbs of frequency are placed after the verb to be or auxiliary verbs, and before other verbs.

- *She is **always** on time for lessons.*
- *He has **never** ridden a horse.*
- *I **hardly ever** use my computer at work.*



 **Exercise 6. Put the frequency adverb in the correct place.**

1. I visit my grandparents on Sunday afternoons. (always)
.....
2. She watches TV on weekends. (often)
.....
3. I am busy on Monday mornings. (never)
.....
4. They go to the club on Saturdays. (usually)
.....
5. I go to work by car. (sometimes)
.....

6. He plays football on Sundays. (always)

.....

7. I'm late for work. (sometimes)

.....

8. Have you been to London? (ever)

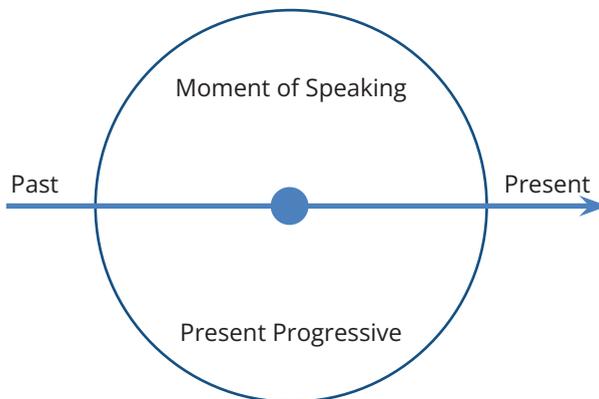
.....

 **Exercise 7.** Discuss with your partners about something they do:

1. Always.
2. Usually.
3. Often.
4. Sometimes.
5. Hardly ever.
6. Never.

► **THE PRESENT CONTINUOUS**

The present continuous is a verbal composition made with the present tense of the verb be and the -ing form of a verb. It is used to describe actions or events happening at the moment of speaking, and future plans or arrangements. The present continuous is formed with the present form of the verb to be and the gerund of the lexical verb.



Affirmative Statements
<p>Subject + Verb to be + Lexical V. Gerund + Objects + Complements.</p> <p>We are learning English now.</p>

Negative Statements
<p>Subject + Verb to be + not + Lexical V. Gerund + Objects + Complements.</p> <p>We are <i>not</i> learning English now.</p>

Questions
<p>Verb to be + Subject + Lexical V. Gerund + Objects + Complements + ?</p> <p>Are we learning English now?</p>

* *Tip: The present continuous is associated with time adverbs like now, right now, at the moment, today, this week/month.*

□ Uses of the Present Continuous in English

<p>USE 1 Actions at the time of speaking.</p>	<p>Carla is watching a movie in her room now. She is not looking for a better job these days. Are you planning anything for the weekend?</p>
<p>USE 2 Actions that are temporary.</p>	<p>I am having lunch at my parents' this week since my kitchen is being renewed.</p>
<p>USE 3 Changing situations.</p>	<p>Her English is getting better.</p>
<p>USE 4 Repeated actions with "always" expressing annoyance or criticism.</p>	<p>He's always watching football!</p>

► STATIVE VERBS

The continuous aspect can rarely be used with stative verbs. These verbs are primarily used to describe a state or situation as opposed to an action or process. Some examples are the following:

- | | | | | |
|-----------|-------------|--------|--------------|----------|
| ✓ be | ✓ belong to | ✓ know | ✓ need | ✓ prefer |
| ✓ believe | ✓ hate | ✓ like | ✓ understand | ✓ want |

In some cases, they can appear with the continuous aspect, but with a specific meaning. For example:

- Have: *I have a new car* vs. *I am having a headache* (temporary).

 **Exercise 8. Choose the correct form of the verb:**

1. That dress **looks / is looking** nice on you.
2. Paul **listens / is listening** to a new record in his room.
3. If you **don't look / aren't looking** at that comic book, I'd like to see it.
4. Joan **weighs / is weighing** 50 kilos.
5. Mary **is / is being** very naughty.
6. Anna is Italian. She **is coming / comes** from Italy.
7. I **don't know / am not knowing** where she keeps the keys.
8. Why **are you feeling / do you feel** your pockets? Have you lost anything?
9. **I'm sleeping/sleep** on Niko's sofa until I find a place on my own.
10. His only bad habit is that he **talks/is talking** too loudly.
11. RECIPE: You **make/are making** goulash using meat, vegetables and paprika.
12. I'm thinking of doing a postgraduate degree –what **do you think / are you thinking?**
Is it a good idea?

 **Exercise 9. In five of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.**

1. Andrea lives with us until the workers complete the refurbishment.
2. These days John is always getting late at work.
3. I'm not having enough money for a long holiday this year.
4. Everyone needs someone who can listen to them when necessary.
5. I'm liking a fantastic dinner tonight.
6. I must gain weight - I'm only weighing 40 pounds.
7. Chris and Olga are going to the football stadium twice a month.
8. What are you doing at work these days?

1.
2.
3.
4.
5.

 **Exercise 10.** Fill in the gaps with the correct form of the verb in brackets.

1. Mike (know) all about computers, but nothing about mechanics.
2. Why (you wear) my jeans?
3. The meat (smell) a bit odd. How long has it been out of the fridge?
4. I've gained weight, and these trousers (not fit) me now.
5. You look serious. What (you think) about?
6. (you see) those men around the corner? They (look) at us.
7. What are (you do) right now? I'm studying for the exam.
8. I played music at school, but now I (prefer) practicing some sport.

► THE PAST SIMPLE

The Past Simple tense is the tense used to speak about actions that happened in the past (and they are finished!).

Affirmative Statements
<p>Subject + Lexical Verb in past + Objects + Complements.</p> <p>I played tennis yesterday.</p>

Negative Statements
<p>Subject + auxiliary verb in past + not + Infinitive Lexical Verb + Objects + Complements.</p> <p>We did not call you last week.</p>

Questions
<p>Auxiliary verb in past + Subject + Infinitive Lexical Verb + Objects + Complements +?</p> <p>Did you visited John on Saturday?</p>

□ Uses of the Past Simple in English

<p>USE 1 Completed actions and events in the past.</p>	<p>We had an English exam last month.</p>
<p>USE 2 a sequence of actions and events.</p>	<p>I went to visit my grandma, then I went to see my uncle.</p>

USE 3 Permanent or long-term situations in the past.	I really enjoyed myself when I was living in Brighton.
USE 4 Repeated events.	My grandfather went to lots of concerts when he was in his 20's.

□ How do we form the simple past?

Regular verbs.	verb + -ed /-d = want / wanted; hope / hoped.
Irregular verbs.	Irregular past= think / thought; make / made.
Pronunciation of '-ed'.	<ul style="list-style-type: none"> ➤ /ɪd/: If the base verb ends in 't' or 'd' (wanted, ended). ➤ /t/: If the base verb ends in the sounds /p/ (hoped), /f/ (laughed), /ks/ (faxed), /ʃ/ (washed), /tʃ/ (watched), /k/ (liked). ➤ /d/: for the rest of sounds, such as in played or allowed.

□ Why irregular verbs in English?

English is a germanic-rooted language like Swedish, Danish, Flemish, Norwegian, Dutch or German, but it has a significant influence of French (latin-rooted) after its invasion in 1066. Therefore, the oldest and monosyllabic verbs remain irregular (have, be, go, take, see) whereas the ones introduced after the French invasion are regular (decide, finish, decorate, prepare, start) and end in -ed.

 **Exercise 11.** Complete this table with their past forms and their past participles.

	Present	Past	Past Participle
1.	Fall	.....	.....
2.	Keep	.....	.....
3.	Mean	.....	.....
4.	Forget	.....	.....
5.	Hit	.....	.....
6.	Freeze	.....	.....
7.	Throw	.....	.....

- 8. Feed
- 9. Blow
- 10. Lead

 **Exercise 12. Change the sentences into past simple.**

- 1. Catherine moves to a different house.
- 2. They teach English.
- 3. He doesn't do the necessary work.
- 4. She sells diamonds.
- 5. Does he travel to China?.....

 **Exercise 13. Complete the story with the verbs between brackets. Use the Simple Past.**

Last night I was walking home next to the river Thames, when something strange (happen) to me. It (be) late at night and I (feel) tired after a long and difficult day at work. There (be) a large full moon in the sky and everything (be) quiet. I (feel) tired and lonely and I'd just had a few pints of beer in my local pub, so I (decide) to stop by the riverside and look at the moon for a while. I (sit) on some steps very close to the water's edge and (look) up at the big yellow moon and (wonder) if it really was made of cheese. I (feel) very tired so I (close) my eyes and after a few minutes, I (fall) asleep.

 **Exercise 14. Write a brief paragraph explaining how the story continued.**

When I woke up, the moon had moved behind a cloud and it was very dark and cold...

.....

.....

.....

.....

.....

.....

.....

 **Exercise 15.** Complete the sentences with the verbs between brackets using the present or past simple.

1. I (study) English last night.
2. I (buy) a present for my husband but I (think) he (not like) it.
3. I (have) long hair when I (be) a little child, but now my hair (be) very short.
4. Janet (write) a letter to George last night.
5. Ellie (brush) her teeth twice a day.
6. I (take) too much alcohol yesterday evening, so I (have) a terrible headache now.
7. Alex (can) play the piano when she was 12; now she (can) play both the piano and the violin.
8. Mary and Jane (go) on holiday every year, last year they (visit) India.

► THE PAST CONTINUOUS

The past continuous is used to describe actions that occurred in the past and continued over time. These actions can be interrupted by a past simple, or they may happen simultaneously to other actions. The past continuous is formed with the past form of the verb to be and the gerund of the lexical verb.

Affirmative Statements

Subject + Verb to be in past + Lexical V. Gerund + Objects + Complements.
We was playing football yesterday.

Negative Statements

Subject + Verb to be in past + not + Lexical V. Gerund + Objects + Complements.
We were not singing Karaoke last night.

Questions

Verb to be in past + Subject + Lexical V. Gerund + Objects + Complements +?
Were you living in California last year?

□ Uses of the Past Continuous in English

<p>USE 1 An activity beginning before a past action and continuing until or after it.</p>	<p>When we were queuing for the cinema, we saw a really famous footballer.</p>
<p>USE 2 Two things happening at the same time.</p>	<p>I wasn't paying attention while I was writing the letter, so I made several mistakes.</p>
<p>USE 3 Repeated events ("always" / "continually"), criticizing an activity.</p>	<p>She was always coming to class late.</p>
<p>USE 4 Unfulfilled plans.</p>	<p>I was hoping to find a new jacket.</p>

□ While and When

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word 'when' such as 'when she called' or 'when it bit me.' Other clauses begin with 'while' such as 'while she was sleeping' and 'while he was surfing.' When you talk about things in the past, 'when' is most often followed by the verb tense past simple, whereas 'while' is usually followed by past continuous. 'While' expresses the idea of 'during that time.' Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

➤ Examples:

I was studying **when she called**.

While I was studying, she called.

□ REMEMBER

Non-Continuous Verbs / Mixed Verbs.

It is important to remember that non-continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using past continuous with these verbs, you must use past simple.

➤ Examples:

Jane **was being** at my house when you arrived. *Not Correct.*

Jane **was** at my house when you arrived. *Correct.*

 **Exercise 16. Put the verbs into the correct tense (past simple or past continuous).**

1. The flight attendant (welcome) the passengers and (ask) them to buckle their seatbelts.
2. The TV (break) during the game so we (have) to listen to the end on the radio.
3. The children (swim) while the parents (talk) by the poolside.
4. The doctor (come) in, (look) at the wound and (tell) us it wasn't serious.
5. While one team (prepare) for the final match, the other team (participate) in interviews.
6. While we (sit) on the bench the dogs (run) about.
7. Patrick (turn) off the music and (begin) to study.
8. Mike (watch) TV when his parents (arrive).

 **Exercise 17. Put the verbs in brackets into the correct tense (past simple or past continuous).**

1. When Sam (go) to Greece, he (visit) the most beautiful beaches.
2. When he (drive) home, he (see) an amazing sunset.
3. I (not /hear) what they (fight) about at the party last night.
4. When she (wash) her car, she (discover) the scratch.
5. While the boy (play), his mother (talk) on the phone.
6. He (drink) some beer and then he (eat) a few chips.
7. We (sleep) when we suddenly (hear) a loud noise.
8. When my neighbor (bake) a cake she (burn) her hand.
9. She (get) in the car, (put) her key in the ignition, and (start) the engine.
10. When it (begin) to rain, we (run) inside.
11. When I (do) the washing-up, I (break) a plate.
12. I (have) dinner when I suddenly (hear) a loud bang.
13. When my father (work) in the garden, an old friend (pass) by to see him.

14. She (go) to school, (take) out her textbook and (begin) to learn.
15. When it (start) to rain, our dog (want) to come inside.
16. When Jane (do) a language course in Ireland, she (visit) Blarney Castle.
17. When I (be) on my way home, I (see) an accident.
18. I (not / understand) what they (talk) about.

► PREPOSITIONS

Prepositions show where or when something is in relation to something else. Prepositions can tell us where one noun is in relation to another (e.g., the phone is on the table). Prepositions indicate direction, time, location, purpose, and spatial relationships, as well as other abstract types of relationships.

- **Direction:** Turn to the left and then you will arrive at her home.
- **Time:** We have been living for 10 years in Manchester.
- **Location:** We arrived in Edinburgh last week.
- **Purpose:** Mark went for a walk.

□ Prepositions of Time

Preposition	Usage	Example
On	days of the week.	on Tuesday.
In	months / seasons time of day year after a certain period of time	in October / in summer. in the evening. in 2020. in an hour.
At	for <i>night</i> . for <i>weekend</i> . a certain point of time (<i>when?</i>).	at night. at the weekend. at half past eight.
Since	from a certain point of time (past till now).	since 1900.
For	over a certain period of time (past till now).	for 5 years.
Ago	a certain time in the past.	3 years ago.

Preposition	Usage	Example
Before	earlier than a certain point of time.	before 2012.
To	telling the time.	quarter to four (3:45).
Past	telling the time.	twenty past five (5:30).
To / till / until	marking the beginning and end of a period of time.	from Monday to/till Friday.
Till / until	in the sense of <i>how long something is going to last</i> .	He is on holiday until Friday.
By	in the sense of <i>at the latest</i> . up to a certain time.	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

□ Prepositions of Place

Preposition	Usage	Example
In	room, building, street, town, country. book, paper etc. car, taxi. picture, world.	in the kitchen, in London. in the book. in the car, in a taxi. in the picture, in the world.
At	meaning next to, by an object. for table. for events. place where you are to do something typical (watch a film, study, work).	at the door, at the station. at the table. at a concert, at the party. at the cinema, at school, at work.
On	attached. for a place with a river. being on a surface. for a certain side (left, right). for a floor in a house. for public transport. for television, radio.	the picture on the wall. London lies on the Thames. on the table. on the left. on the first floor. on the bus, on a plane. on TV, on the radio.
by, next to, beside	left or right of somebody or something.	Jane is standing by / next to / beside the car.

Preposition	Usage	Example
Under	on the ground, lower than (or covered by) something else.	the bag is under the table.
Below	lower than something else but above ground.	the fish are below the surface.

□ **Other Prepositions in English**

Preposition	Usage	Example
From	who gave it.	a present from Jane.
Of	who/what does it belong to. what does it show.	a page of the book. the picture of a palace.
By	who made it.	a book by Mark Twain.
On	walking or riding on horseback. entering a public transport vehicle.	on foot, on horseback. get on the bus.
In	entering a car / Taxi.	get in the car.
Off	leaving a public transport vehicle.	get off the train.
out of	leaving a car / Taxi.	get out of the taxi.
By	rise or fall of something. travelling (other than walking or horseriding).	prices have risen by 10 percent. by car, by bus.
At	for age.	she learned Russian at 45.
About	for topics, meaning what about.	we were talking about you.

 **Exercise 18. Complete the exercise with the correct prepositions.**

1. If you want to go bus, you have to go the bus stop.
2. You look the timetable.
3. Then you wait your bus.
4. When the bus arrives, you get the bus.
5. You buy a ticket the driver or show your ticket the driver.

6. When you arrive your destination, you get the bus.
7. Sometimes you even have to change buses another bus stop.
8. the painting, you can see a little girl.
9. I got these photos my friend Jane.
10. These photos were taken her boyfriend.
11. these pictures you can see a giraffe.
12. So, these are pictures a giraffe.

 **Exercise 19. Complete the exercise with the correct prepositions.**

1. The first McDonald's restaurant was opened Dick and Mac McDonald the 15th May 1940.
2. The best-selling products their restaurant were hamburgers.
3. So, the McDonald brothers thought a way to produce hamburgers more quickly.
4. This was introduced 1948 and became known the Speeded Service System.
5. The first franchised McDonald's restaurant was opened 1953, and today you can find McDonald's restaurants more than 100 countries.
6. The meats the burgers vary the culture the country.
7. Franchisees and future managers McDonald's restaurants are trained Hamburger University, which is located Oak Brook, a suburb Chicago.
8. McDonalds is also known its sponsorship various international sport events.

 **Exercise 20. Complete the exercise with the correct prepositions.**

1. George Washington was born Virginia 1732.
2. the American Revolutionary War (..... 1775 and 1783) he was the Commander-in-Chief the American forces.
3. Washington played an important role the founding the US.
4. He became the first President the United States.

5. He was President 1789 1797.
6. George Washington died the age 67, the 14th December 1799.
7. The capital the United States and one federal state are named George Washington.

► ADJECTIVES

Adjectives are words that describe the qualities or states of being of nouns: *red, happy, slow, interesting, weird*. They can also describe the quantity of nouns: *many, few, thousands, ten*.

The adjectives are words that come immediately before the nouns they modify. In addition, they can also act as verb complements or with the verb to be. These verbs that are followed by adjectives describe states of being or a sensory experience (feel, seem, sound).

- My friend is happy.
- It seems a boring task.
- Your proposal sounds good to me.

 **Exercise 21.** Use the adjectives listed below to complete the character descriptions.

honest, reserved, outgoing, frank, tactless, persuasive, trustworthy, fussy

1. Tina is a very person. She can convince you to do almost anything she wants.
2. Sarah can be on occasion. She often says things that offend people.
3. Jim is very ; he always says exactly what he is thinking.
4. Stephanie is one of the most people I know; she would never consider doing anything illegal.
5. My little sister is very about what she eats; there are very few foods she likes.
6. Anna is a very person who hardly ever lets her feelings show.
7. Mark is extremely ; when it comes to keeping secrets, he will never tell a soul.
8. Annabel is a(n) person who loves meeting people and making new friends.

In English, there is an established order for the adjectives when there are more than one. The Royal order of adjectives is the following:

- 1. Determiner: your, our, this, these.
- 2. Quantity: One, two, many, few.
- 3. Opinion: beautiful, useful, delicious.
- 4. Size: big, medium-sized, small, large, long.
- 5. Age: New, old, young, medieval.
- 6. Shape: Square, round, triangular, geometric.
- 7. Color: Blue, Gold, Yellowish, Red.
- 8. Origin/Material: Chinese, Wooden, Woolly, Roman.
- 9. Qualifier: hound (dog), re-usable (bags), fashion (clothes).
- 10. Hound dog, denim skirt, pickup truck, vampire bat.

 **Exercise 22. Choose the correct adjective order.**

1. a new black car
2. interesting an book old
3. French food delicious
4. silly an cat old
5. truck a big American red
6. shoes red beautiful
7. tall a girl Japanese
8. a round chocolate cake delicious
9. oranges big great some
10. new guitar electronic a

 **Exercise 23. Choose the correct order.**

1. a(n) lady (American old rich).
2. a spoon (brown soup wooden).
3. a(n) dress (expensive pink summer).
4. a(n) book (boring old science).
5. a scarf (Chinese pretty silk).

► **AT THE WORKPLACE**

WARM UP: A Job Interview.

🔗 **Exercise 24.** In your opinion, which factors below are important for getting a job? Choose the five most important. Is there anything missing from the list? Which do you think are not important? Why?

appearance	hobbies/interests	experience	personality
intelligence	marital status	qualifications	contacts
references	age/gender	astrological sign	handwriting
blood group	sickness record	family background	education

🔗 **Exercise 25.** Think about jobs you've had and interviews you've attended. In pairs, ask each other about your best or worst:

job	boss	colleague
interview experience	interview question	interview answer

🔗 **Exercise 26.** Discuss the following statements:

1. At work, appearance is more important than performance.
2. You should keep your private life totally separate from your work.
3. People don't change much during their working lives.
4. It is best to work for as few companies as possible.
5. Everybody should retire at 50.

🔗 **Exercise 27.** Complete the text with the words and phrases in the box.

Curriculum vitae (CV)/resume	Application form	Probationary period
Psychometric test	Interview	Covering letter

These days, many applicants submit their speculatively to companies they would like to work for. In other words, they do not apply for an advertised job, but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement,

candidates often fill in a(n) and write a (n)

The employer will then invite the best candidates to attend a(n)

Sometimes candidates will take a(n) before the interview to assess their mental ability and reasoning skills. These days, it is normal for successful candidates to have to work a(n) in a company. This is usually three or six months; after that, they are offered a permanent post.

 **Exercise 28.** Match the verbs (1-6) to the nouns (a-f) to make word partnerships.

- | | |
|------------------|------------------------|
| 1. to train. | a. a vacancy/post. |
| 2. to shortlist. | b. an interview panel. |
| 3. to advertise. | c. the candidates. |
| 4. to assemble. | d. references. |
| 5. to make. | e. new staff. |
| 6. to check. | f. a job offer. |

 **Exercise 29.** Look at the different types of people. Which do you think are the most desirable for companies to employ?

This type of person:

- | | |
|--|-------------------|
| 1. is able to come up with ideas. | a. enthusiastic. |
| 2. is respected and listened to by others. | b. adaptable. |
| 3. is able to see different points of view. | c. methodical. |
| 4. has lots of energy and often gets excited. | d. reliable. |
| 5. is concerned with details and getting things right even if it takes time. | e. ambitious. |
| 6. can see how to put ideas into action. | f. objective. |
| 7. likes to assess and evaluate. | g. creative. |
| 8. is determined to succeed in their career. | h. analytical. |
| 9. is able to change with new situations. | i. authoritative. |
| 10. is someone you can trust and depend on. | j. practical. |

► HOW TO WRITE YOUR COVERING LETTER

First Paragraph - Introduction.

State the job you're applying for.

Where you found out about it and when you're available to start work.

Second Paragraph - Motivation.

Why you're interested in that type of work.

Why the company attracts you.

Third Paragraph - CV Highlights / Related Skills.

Summarize your strengths and how they might be an advantage.

Relate your skills to the competencies required in the job.

Last Paragraph - Closing.

Thank the employer and say you look forward to hearing from them soon.

Say if you have attached your CV, or any other document.

TIP: If you start with a name (e.g., "Dear Mr. Smith") you should end with "*Yours sincerely*". If you start with "Dear Sir or Madam" you should end with "*Yours faithfully*".

□ Example of Covering Letter

Dear Mrs. Smith,

Greeting

I am writing to apply for the sales assistant position at your company, published on 12 October at your profile on LinkedIn.

Introduction

I first became interested in sales and in the ceramic tile industry after completing a post-graduate course in business. I discovered that the ceramic tile industry was significant in our region, and my interest in sales confirmed my decision to aim for a career in this field. In addition, your company is a leader in the market, and I feel that employees may have the opportunity to demonstrate their value.

Motivation

Through my bachelor's degree, I developed my interest in language and business. Later on, I extended my knowledge with a master's degree in international trade, in which I improved my sales skills along with my marketing and computing skills. In addition, my experience at LMC helped me develop my skills as a community manager and communication in social networks. My work at this company was also valuable in teaching me the importance of ascertaining customers' needs and providing clear and accurate information.

*CV Highlights
Related Skills*

I would be most grateful if you could consider me for this position or any other suitable positions at your company. I will be available for an interview at any time. Please find attached my CV where you will find further information.

Closing

Yours sincerely,
Mark Johnston

 **Exercise 30. Write a covering letter and apply for one of the following jobs.**

Word Length: 200 words.

JOB OFFER#1: Sales Representative

Prometour is actively recruiting talented sales representatives to work on the American educational tours market from our office in Málaga. The Sales Representative is responsible for the selling of international educational tours for students, achieving or exceeding goals by prospecting new business. Each Sales Representative must maintain competitive sales figures and will be responsible for sourcing prospective clients both within the existing database and through additional activities. The Sales Representative reports directly to the Sales Manager.

REQUIREMENTS

- Fluent English - all business is conducted in English.
- Strong communication and presentation skills including the ability to work with all levels of employees and customers in a diplomatic and professional manner.
- Ability to build strong relationships externally and internally.
- Strong presentation skills on the telephone and in front of prospects.

REQUIRED COMPETENCIES

- Perseverance, Self-motivation, Negotiation/Influencing skills, listening skills, Ability to handle stress.

Attractive remuneration package.

Please send your CV and cover letter reflecting your relevant experience and ambitions to max@prometour.eu!

JOB OFFER#2: 1st Grade Teacher: Spanish Language

Language Teacher needed at Connell High School starting the 2015-16 school year. Candidates must have valid teaching certificate, and experience working with secondary students preferred.

REQUIREMENTS

- Teaching Certificate.
- Training or experience at appropriate level.
- Advanced language level in both Spanish and English.
- Utilize effective teaching methods and strategies to improve student learning.
- Communicate regularly with principal and parents.
- Effectively supervise students and maintain efficient classroom management.
- Self-motivated.
- Computer technology background.

Conditions of employment:

- The completed application for North Franklin School District will include:
- Online Application through Fast Track (www.nfsd.org/employment).
- Resume (upload attachment).
- Copy of Current Merits: Education and Academic Background.
- Transcripts (required upon hire).

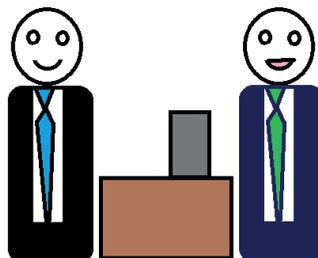
Position open until filled.

▶ **THE JOB INTERVIEW**

After applying for a job, the next stage consists of facing a job interview. They can be stressful and need preparation, whereas experience is a plus. Preparing a job interview consists of practicing a good introduction, anticipating possible questions, and searching for information about the company which has offered you the opportunity to be interviewed. Some of the most common questions are the following:

1. Tell me about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. Why did you leave your last job?
5. Tell us about your education.
6. Where do you see yourself 5 years from now?
7. Why would you like to work here?
8. What kind of salary do you expect?
9. When could you start?
10. Do you have any questions for me/us?

📎 **Exercise 31.** Prepare a job interview based on one of the previous offers and practice it with some of your classmates. Then decide who should be hired and explain why.



MISSION 2. THE WORKSHOP

► THE PERFECT ASPECT

The perfect aspect is used to look back from a specific time and talk about things up to that time or about things that are important at that time. The perfect aspect expresses a completed action.

□ The Present Perfect

The present perfect is used to speak about something that has happened very recently, or it can still be modified. Notice that the present perfect concerns actions that happened VERY RECENTLY or that still can be modified in OUR LIFETIME. For those actions that cannot be modified (except those which has happened recently), we use the past simple. Therefore, the present perfect expresses indefinite time (which is unspecific), whereas the past simple refers to definite time (which is specific).

Indefinite Time	Definite Time
Mike has visited my house many times.	Mike visited my apartment last week.
I have talked with his parents a few times.	I talked with his parents yesterday.
Sarah has recently changed her phone number.	Sarah changed her phone number last month.
A Question of Life and Death	
Mozart was in Spain once in his lifetime.	Elon Musk has been in Spain a couple of times.

Affirmative Statements
Subject + Have /Has + Past Participle + Objects + Complements. He has studied English for several years
Negative Statements
Subject + Have /Has + not + Past Participle + Objects + Complements. She has not started a new career in London.
Questions
Have /Has + Subject + Past Participle + Objects + Complements + ? Has she started a new career?

□ Uses of the Present Perfect in English

USE 1 something that started in the past and continues in the present.	They've been married for nearly 50 years. She has lived in Liverpool all her life.
USE 2 when talking about our experience up to the present.	I've seen that film before. I've played the guitar ever since I was a teenager. He has written three books and he is working on another one.
USE 3 for something that happened in the past but is important in the present.	I can't get in the house. I've lost my keys. Teresa isn't at home. I think she has gone shopping.
USE 4 to emphasize that something is still continuing in the present:	It's been raining for hours. I'm tired out. I've been working all day.

🔗 Exercise 1. Put the verbs into the correct form (present perfect or past simple).

1. A:(you / taste / ever) sushi?
2. B: Yes, I (eat) sushi at least five times so far.
3. A: When (you / eat) sushi for the first time?
4. B: I (eat) sushi for the first time on my dad's 50th birthday.
He (invite) the whole family to a Japanese restaurant.
5. A: (you / like) it?
6. B: Absolutely. In fact, it (be) so good that we (be) to that restaurant three times. And on my mum's birthday, we (order) some sushi and (have) it at home.

▶ ADVERBS OF TIME: YET, ALREADY, JUST

Already refers to something that has happened sooner.

*I have **already** had my lunch (Now it's 3:00 pm, and I had lunch at 2:00 p.m).*

Just refers to something that has happened very recently.

*I have **just** been shopping (and I have come back 10 minutes ago).*

Yet is used to negate or ask if something that has happened sooner.

*Have you had dinner **yet**? / No, I have not had dinner **yet**.*

 **Exercise 2.** Fill in the spaces below using either **Just**, **Yet** or **Already**.

1. Don't come in here with those muddy shoes!! I have cleaned this floor!!!
2. Have you finished that composition for History class ? You only started an hour ago!!
3. I don't want to see "Alien 9" at the cinema again. I've seen it twice.
4. I'm sorry. You have missed Katie. She left the office about three minutes ago!
5. Oh, nothing for me, thank you. I've eaten. I had dinner less than an hour ago.

► **PREPOSITIONS OF TIME: FOR AND SINCE**

The preposition **for** is used if it is not necessary to calculate the period of time, because it is in the sentence.

*I have lived here **for** two months.*

The preposition **since** is used if it is necessary to calculate the period of time, because the sentence only shows the starting point.

*I have lived here **since** 1975.*

 **Exercise 3.** Fill in the spaces below using either **for** or **since**.

1. I have been living in New York 1 year.
2. I haven't seen you a week.
3. I have been waiting 12:30.
4. I've lived here 5 years.
5. I've lived here 2003.
6. she came here I've been very nervous.
7. She has been married ten years.
8. She has been a doctor 1998.

! Notice that the present perfect does not contain time complements such as *yesterday*, *last week*, or *last year*, these complements concern the past simple tense.

 **Exercise 4.** Put the verbs into the correct tense (simple past or present perfect simple).

1. Last week I (be) very busy and I (have not) the time to do a lot in the household.

2. On Monday I (work) three hours overtime and (come) home very late in the evening.
3. From Tuesday to Thursday I (be) on a business trip.
4. On Friday I (go) to a friend's birthday party and at the weekend I (visit) my grandparents.
5. Tomorrow some friends are coming over. I (see / not) them for ages and they (be / never) at my place before.
6. I (clean / just) my house so I can show them around. Now everything is perfect.

 **Exercise 5. Put the verbs into the correct tense (Simple Past or Present Perfect).**

1. I can't go skiing because I (not /buy) my new skis yet.
2. (they/spend) their holidays in Marbella last August?
3. (you /ever/climb) Mount Kilimanjaro?
4. She (just/finish) baking a pie.
5. Manuel (already/write) three reports.
6. We (move) to Tokyo in 2007.
7. Frank (be) in California twenty years ago.
8. I (not/be) to Croatia yet.
9. But I (already/travel) to Greece on several occasions.
10. Last year, her family (go) Disneyland Paris.

 **Exercise 6. Put the verb in brackets into the Simple Past or the Present Perfect.**

1. Last year Alex (travel) to Peru.
2. We (work) all day and now we are exhausted.
3. They (buy) a new car last month.
4. Allison (stay) at home last night.
5. The credit card bill (arrive) this morning.
6. Max and his girlfriend (live) in Boston for four years.
7. Last night we (go) to the cinema to see the new Woody Allen movie.
8. The TV show (already start), but you haven't missed too much.
9. The twins (phone) us earlier but we weren't home.
10. Chuck (lose) his watch last night.

► THE PAST PERFECT

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Affirmative Statements
Subject + Had + Past Participle + Objects + Complements. He had studied Engineering before working as a teacher.
Negative Statements
Subject + Had + not + Past Participle + Objects + Complements. She had not studied English before arriving here.
Questions
Had + Subject + Past Participle + Objects + Complements + ? Had she started a new career before arriving in London?

□ Uses of the Past Perfect in English

USE 1 for something that started in the past and continued up to a later time in the past.	When George died, he and Anne had been married for nearly 50 years. She didn't want to move. She had lived in Liverpool all her life.
USE 2 To report the speaker's experience up to a point in the past.	My eighteenth birthday was the worst day I had ever had . I was pleased to meet George; I hadn't met him before.
USE 3 for something that happened in the past and is important at a later time in the past.	I couldn't get into the house. I had lost my keys. Teresa wasn't at home. She had gone shopping.
USE 4 Past perfect continuous: to show that something started in the past and continued up to a time in the past or was important at that time in the past.	Everything was wet. It had been raining for hours. He was a wonderful guitarist. He had been playing ever since he was a teenager.

 **Exercise 7.** Using the words in parentheses, complete the text below with the appropriate tenses, past simple or past perfect.

I can't believe I (get) that apartment. I (submit) my application last week, but I didn't think I had a chance of actually getting it. When I (show) up to take a look around, there were at least twenty other people who (arrive) before me. Most of them (fill, already) out their applications and were already leaving. The landlord said I could still apply, so I did.

I (try) to fill out the form, but I couldn't answer half of the questions. They (want) me to include references, but I didn't want to list my previous landlord because I (have) some problems with him in the past and I knew he wouldn't recommend me. I (end) up listing my father as a reference.

It was total luck that he (decide) to give me the apartment. It turns out that the landlord and my father (go) to high school together. He decided that I could have the apartment before he (look) at my credit report. I really lucked out!

 **Exercise 8.** Using the words in parentheses, complete the text below with the appropriate tenses, past simple, present perfect or past perfect.

1. When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candlelight dinner.
2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, (speak, never even) publicly before I came to Hollywood in 1985.
3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired.
4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories.
5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner.

6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different!
7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World.
8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches, or Canyonlands.

 **Exercise 9.** Complete the following questions with the appropriate tenses, use any tense.

1. When Carol (call) last night, I (watch) my favorite show on television.
2. I (work) for this company for more than thirty years, and I intend to stay here until I retire!
3. Sharon (love) to travel. She (go) abroad almost every summer. Next year, she plans to go to Peru.
4. Thomas is an author. He (write) mystery novels and travel memoirs. He (write) since he was twenty-eight. Altogether, he (write) seven novels, three collections of short stories and a book of poetry.
5. We were late because we had some car problems. By the time we (get) to the train station, Susan (wait) for us for more than two hours.

► USED TO/ BE USED TO/ GET USED TO

□ Used to + Verb

'Used to' introduces past habits and states that are finished at the moment of speaking. It is followed by an infinitive (i.e.: used to do). 'Used to' is not used to say what, how long, or how many times an activity happened. Some examples are the following:

- I used to walk every day, but I quit the habit before summer.
- Martha used to play the violin when she was a teenager.
- My family used to order pizza every Friday for dinner.

□ Be used to + -ing

'Be used to' describes something that is familiar to the subject. It refers to actions which an individual has previously experienced and no longer considers new. They are habits that have already been acquired. Notice that the lexical verb is introduced as a gerund (-ing).

- She is used to speaking Italian with her customers.
- My cousin is used to driving on the left as he lived three years in the UK.
- John is not used to studying at nights.

□ Get used to + -ing

The structure 'get used to' describes that an action is becoming familiar to the subject. In this case, the lexical verb is also introduced as a gerund (-ing).

- I quickly got used to working in a factory after years in an office.
- You should get used to going to bed earlier, so you felt better in the morning.
- It was difficult at the beginning, but I could get used to doing exercise regularly.

📖 Exercise 10. Complete the following sentences with the correct option.

1. I've been waking up early for a year. However, I to it.
 - a. am already used.
 - b. used.
 - c. use.
 - d. am still not used.
2. Excuse me, do you mind if I your telephone?
 - a. use.
 - b. get used to.
 - c. used.
 - d. am using.
3. After the holidays, it always takes me time to up early again.
 - a. to be used to get.
 - b. to get used to getting.
 - c. to get used to get.
 - d. to be used to getting.
4. The queue at the shopping mall bad, but now it is terrible.
 - a. didn't use to be.
 - b. didn't used to be.
 - c. used.
 - d. was used.

5. I every day. Now, I only run twice a week.
 - a. use to run.
 - b. got used to running.
 - c. used to run.
 - d. was used to running.
6. If you had to live in Japan, you on the right.
 - a. will have to get used to drive.
 - b. would have to get used to driving.
 - c. will have to use to driving.
 - d. would have had to get used to driving.
7. Last year, he could barely speak German; but he to it now.
 - a. uses.
 - b. was used.
 - c. gets used.
 - d. is used.
8. David doesn't practice any sport now, but he football.
 - a. plays.
 - b. used to play.
 - c. gets used to playing.
 - d. is used to playing.
9. Peter lived in Nepal for a year. He loved it, but he the food there.
 - a. could never get used to.
 - b. could ever get used to.
 - c. wasn't used to.
 - d. was using to.
10. Few people electric cars now, but everybody will in a few years.
 - a. isn't used to using.
 - b. are used to using.
 - c. don't use.
 - d. aren't used to using.

 **Exercise 11. Fill in the gaps with used to, get used to, be used to.**

1. Sam (have) a motorbike, but now he has got a ban.
2. Mike is new at the company, so he (-) how things are done here.
3. When he was younger, he (work) in a restaurant.
4. When Mary lived in Scotland, she often (go) to Portobello beach.
5. She (play) the guitar when she was 8, but now she plays the guitar and the drums.
6. They (eat) because they are vegans.
7. She (dress) uniforms, as she went to a religious school.

- 8. He (not/live) in his new house. He arrived only three days ago.
- 9. My mother (wear) glasses, but she decided to have eye surgery.
- 10. My neighbors (spend) their holidays abroad because they have a caravan.

 **Exercise 12. Sentence Transformation: Write a sentence using the word given and without changing the original meaning.**

- 1. The family always spent their holidays climbing in the mountains. **Used**
.....
- 2. It was difficult for Craig to adjust to living in Spain. **Used**
.....
- 3. I went to the old pool every week. **Used**
.....
- 4. When I was a child, we would go to the local park every Saturday afternoon. **Used**
.....
- 5. We don't live in Madrid anymore. **Used**
.....

► THE COMPARATIVE AND SUPERLATIVE

The comparative and superlative are used to say how people or things are different. The comparative adjective shows how two people or things are different, and the superlative adjective expresses how one person or thing is different to all the others of its kind. For example: *Jane is taller than Mary* vs. *Sarah is the tallest person in the family*.

□ One syllable Adjectives

One syllable adjectives generally form the comparative by adding -er and the superlative by adding -est, e.g.:

Adjective	Comparative	Superlative
Soft	Softer	The softest
Cheap	Cheaper	The cheapest
Sweet	Sweeter	The sweetest
Thin	Thinner	The thinnest

- Note that if a one syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled, e.g.: thin → thinner, big → biggest.
- If an adjective ends in -e, this is removed when adding -er/-est, e.g.: wide → wider/widest.
- If an adjective ends in a consonant followed by -y, -y is replaced by -i when adding -er/-est, e.g.: dry → drier/driest.

□ Two syllable Adjectives

Two syllable adjectives which end in -y usually form the comparative by adding -er and the superlative by adding -est, (note the change of -y to -i in the comparative/superlative) e.g.:

Adjective	Comparative	Superlative
Lucky	luckier	The luckiest
Pretty	Prettier	The prettiest
Tidy	Tidier	The tidiest

Two syllable adjectives ending in -ed, -ing, -ful, or -less always form the comparative with more and the superlative with the most, e.g.:

Adjective	Comparative	Superlative
Worried	More worried	The most worried
Boring	More boring	The most boring
Careful	More careful	The most careful
Useless	More useless	The most useless

□ Three or more syllable Adjectives

Adjectives which have three or more syllables always form the comparative and superlative with MORE and THE MOST, e.g.:

- The only exceptions are some three syllable adjectives which have been formed by adding the prefix -un to another adjective, especially those formed from an adjective ending in -y. These adjectives can form comparatives and superlatives by using more/most or adding -er/-est, e.g.: unhappy – unhappier – the unhappiest/ the most unhappy.

Adjective	Comparative	Superlative
Dangerous	More dangerous	The most dangerous
Difficult	More difficult	The most difficult

□ Irregular Adjectives

Adjective	Comparative	Superlative
Good	Better	The best
Bad	Worse	The worst
Far	Farther/further	The farthest/furthest

□ Uses of Comparative Adjectives

Comparatives are very commonly followed by **than** and a pronoun or noun group, in order to describe who the other person or thing involved in the comparison is, e.g.:

- John is taller than me.
 - I think that she's more intelligent than her sister.
-

□ Other Uses of Comparative Adjectives

Comparatives are often qualified by using words and phrases such as **much**, **a lot**, **far**, **a bit**/**little**, **slightly** etc., e.g.:

- You should go by train, it would be much cheaper.
- Could you be a bit quieter?
- I'm feeling a lot better.
- Do you have one that's slightly bigger?

Two comparatives can be contrasted by placing **the** before them, indicating that a change in one quality is linked to a change in another, e.g.:

- The smaller the gift, the easier it is to send.
- The more stressed you are, the worse it is for your health.

Two comparatives can also be linked with **and** to show a continuing increase in a particular quality, e.g.:

- The sea was getting rougher and rougher.
- Her illness was becoming worse and worse.
- He became more and more tired as the weeks went by.

▣ Uses of Superlative Adjectives

Like comparatives, superlatives can be placed before nouns in the attributive position, or occur after **be** and other link verbs, e.g.:

- The most delicious chocolate cake I've ever eaten.
- Annabel was the youngest.
- This restaurant is the best.

As shown in the second two examples, superlatives are often used on their own if it is clear what or who is being compared. If you want to be specific about what you are comparing, you can do this with a noun, or a phrase beginning with *in* or *of*, e.g.:

- Annabel was the youngest child.
- Annabel was the youngest of the children.
- This restaurant is the best in town.

▣ The negative forms of Comparative and Superlative Adjectives

We use the forms **less** (the opposite of comparative *more*), and **the least** (the opposite of superlative *the most*).

- **Less** is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g.:
 - ▶ This sofa is less comfortable.
 - ▶ I've always been less patient than my sister.
- **The least** is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g.:
 - ▶ It's the least expensive way to travel.
 - ▶ She was the least intelligent of the three sisters.

Exercise 13. Complete the chart.

Adjective	Comparative	Superlative
Heavy	Heavier	heaviest
Good		
Fat		The fattest
difficult		
	Funnier	

Adjective	Comparative	Superlative
		The worst
Thin		
	Bigger	
		The most intelligent

 **Exercise 14.** Complete the sentences using the words in brackets.

1. Their house is (+expensive) than ours.
2. This brand is (+cheap) than the one in the supermarket near my house.
3. The film was (+interesting) than the one we saw the last time.
4. Catherine was a (+hardworking) student than her sister.
5. I refuse to go to the (+bad) restaurant.
6. Luis is the (+good) guitar player I know.
7. These are the (+beautiful) colors in the rainbow.
8. This player is (+bad) than his opponent today.

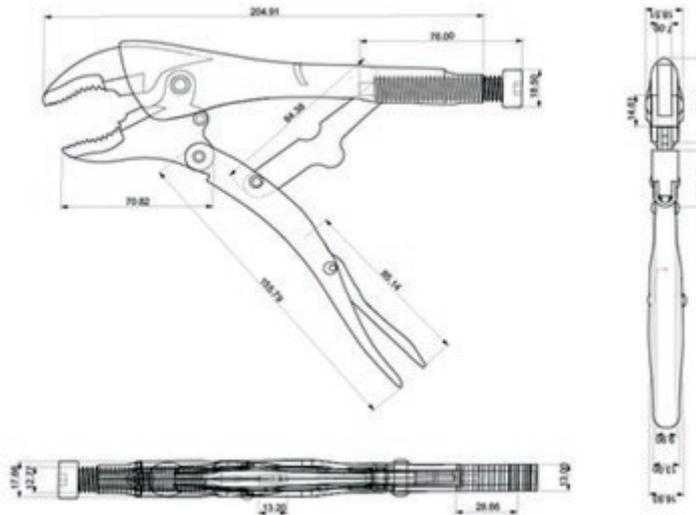
 **Exercise 15.** Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (good) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (intelligent) thief of all.

► READING DRAWINGS

Drawings are used to share visual ideas with others. The description of ideas verbally is important, but drawings show images of what it represents. In this sense, there are different types of drawings. The main categories are General arrangement drawings and Detail drawing. On the one hand, general arrangement drawing shows the layout of a whole assembly or structure but does not give details of smaller individual components. Detail drawing shows one or more smaller components in detail. Usually, general arrangement drawings have notes on them, which give references to related detail drawings. For every general arrangement drawing, there are usually several related detail drawings.

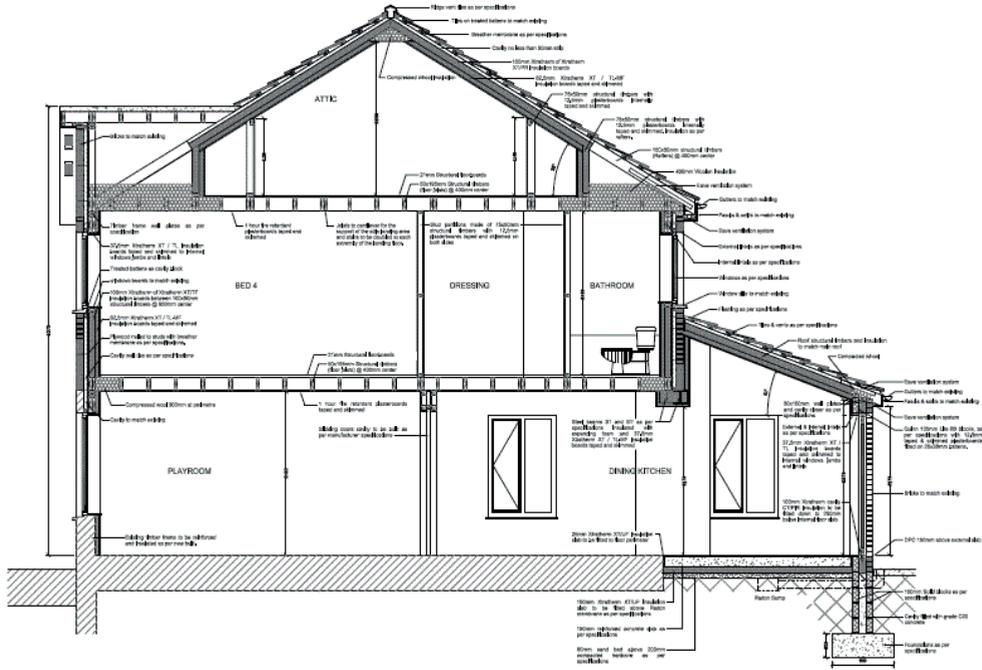
Working drawing: a scale drawing which serves as a guide for the construction or manufacture of something such as a building or machine.



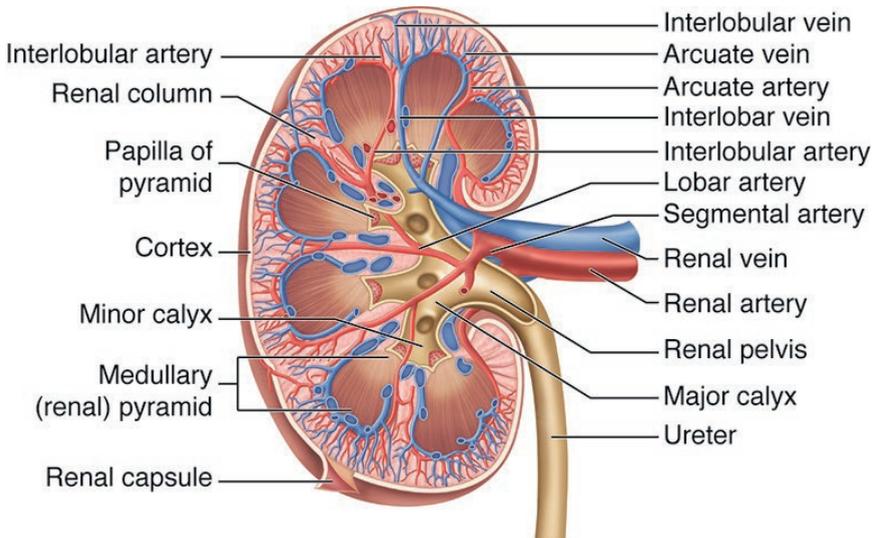
Elevation: a first angle projection that shows all parts of the building as seen from a particular direction with the perspective flattened.



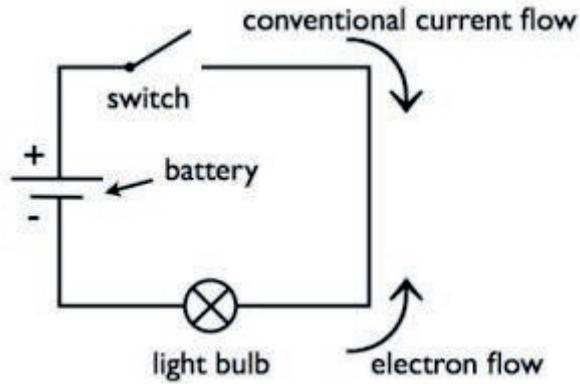
Specification: written documents that describe the materials as well as the installation methods. They consist of precisely written documentation that describes a project.



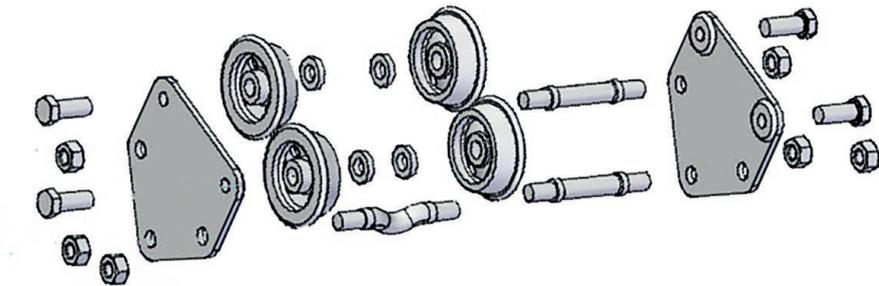
Cross section: a representation of what we would see if an object was vertically sliced to show the internal section.



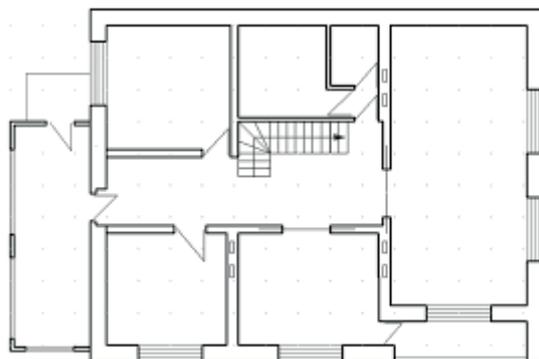
Schematic: a diagram of an electrical or mechanical system, which intends to explain how something works.



Exploded View: drawing showing how a product can be assembled and how the separate parts fit together.



Plan: drawing on a horizontal plane depicting a bird's eye view of a structure from above.



 **Exercise 16.** Complete the following definitions using the types of drawing in the box: *cross-section, elevation, exploded view, note, plan, schematic, specification.*

1. gives a view of the whole deck, from above.
2. gives a view of all the panels, from the front.
3. gives a deconstructed view of how the panels are fixed together.
4. gives a cutaway view of the joint between two panels.
5. gives a simplified representation of a network of air ducts.
6. gives a brief description or a reference to another related drawing.
7. gives detailed written technical descriptions of the panels.

Dimensions can be represented in different forms: nouns, adjectives, and verbs. The most common ones are shown in the list below.

	Name of the Dimension	Large Dimension	Short Dimension
1.	length	long	short
2.	width	wide	narrow
3.	height	high	low
4.	thickness	thick	thin
5.	depth	deep	shallow

The trick to creating verbs is to add the suffix/ending ‘-en’ to adjectives or nouns. Some examples are ‘shorten’ or ‘lengthen’, but there are others. Have a look at the following examples.

Size		Other			
short	shorten	white	whiten	weak	weaken
wide	widen	dark	darken	straight	straighten
deep	deepen	light	lighten	rough	roughen
broad	broaden	bright	brighten	tough	toughen
length	lengthen	hard	harden	loose	loosen
height	heighten	soft	soften	tight	tighten
broad	broaden	thick	thicken	worse	worsen
		quick	quicken	threat	threaten
		sharp	sharpen	strength	strengthen

 **Exercise 17. Gap Filling.** Write the suitable word in each gap.

	Name of the Dimension	Large Dimension	Short Dimension
1.			short
2.	width		narrow
3.		high	
4.	thickness		thin
5.		deep	

 **Exercise 18.** Use one of the following words to fill the following gaps.

Far-away, broadens, short-cut, shorten, lengthy, lengthened, heightened, deepened, lower, widen.

- The authorities have decided to the road to allow more traffic to use it.
- Is there a to the town centre? I'm in a hurry.
- She her trousers because she thought they were too short.
- The darkness our feeling of loneliness out there on the sea.
- He always loves to go to places for his holidays.
- Could you the sleeves for me? They are much too long.
- The decision of the government the crisis, and war was inevitable.
- Traveling is good for you: it your mind.
- Getting a visa is a process; it can take up to two months.
- Could you the mirror please; it's too high for me.

 **Exercise 19.** Match the following words with its definition.

- Send out to (cause to) become different. e.g.: She decided to her name.
- Replace to (cause to) become better. e.g.: Their sales seem to be - ing.
- Supersede to modify, rephrase, or change for the better. i.e.: The company needs to one of its machines.
- Accept to prepare the preliminary plans for some work again. e.g.: The engineer the bridge.

5. Sign off to bring (something) to a finer state or form by purifying, polishing, changing, or making it more precise. e.g.: we need to some aspects of the project.
6. Amend to change or alter, esp. after thinking about. The plan was
7. Approve to send an order. e.g.: The goods were on Friday.
8. Redesign to sell or supply (merchandise) in an area. e.g.: He cars.
9. Issue to send, distribute, or pass from place to place or person to person. The boss has not the minutes of the meeting yet.
10. Change to distribute or send out (food, clothing, supplies, etc.). e.g.: The raw material was on Tuesday.
11. Distribute to respond or answer affirmatively to something. e.g.: He the invitation.
12. Circulate to accept. e.g.: the manager to more flexible work schedule.
13. Improve to confirm or find something acceptable. The commission the proposal.
14. Revise to agree with a written document. e.g.: both parties off the deal.
15. Refine to provide a substitute or equivalent for. e.g.: One of the motors in the machine needs to be
16. Agree To replace.

 **Exercise 20.** Put the words in the box into the table to make group of verbs with similar meanings.

amend, circulate, redesign, revise, supersede, approve, issue, refine, sign off

1	2	3	4
Change	Send out	Accept	Replace
Improve	Distribute	Agree	

► DESCRIPTIONS

The description of objects should be accurate and give a clear picture of what is described. This means it is necessary to give information concerning size and weight (e.g. *tall, small, big, heavy, light, etc.*), shape (e.g. *rectangular, oval, etc.*) pattern and decoration (e.g. *striped, floral, etc.*), color (e.g. *blue, yellowish, etc.*), origin (e.g. *Chinese, Italian, etc.*) and material (e.g. *cotton, wooden, leather, plastic, woolen, polyester, silk, etc.*) as well as information concerning value, use, quality and special characteristics (e.g. *zip, strap, initials, label, sticker, etc.*). In this sense, descriptions of objects can be found in leaflets, catalogues, advertisements or as part of letters, stories, reports or articles. To write description, it is necessary to use a variety of adjectives, which are normally given in the following order: Opinion, Size/Weight, Age, Shape, Color, Pattern, Origin, Material. It is advisable not to use all of them one after the other because your description will not sound natural. Follow this order when you describe objects but give the information in various sentences, e.g. *It's a beautiful small vase. It is white with a flowery pattern and it is made of china.*

When describing things, we can ask ourselves the following questions:

Asking for Detail	Sample Response
What does it look like?	It's small, with eight hairy legs.
How big is it? (What size is it?)	It's 3 meters, by 4 meters, by 5 meters.
How much does it weigh?	It weighs 25 kilograms.
What color is it?	It's bright yellow, brighter than a banana.
What's it made out of?	It's made of plastic and aluminum.
What is it?	It's a musical instrument.
What does it do?	It puts a sharp point on wooden pencils.
What the purpose of (a refrigerator)?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... peeler) for?	A peeler is used to remove the skin of fruits or vegetables.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.

 **Exercise 21.** List the words under the correct heading as in the example: *spherical, Polish, platinum, tiny, remarkable, paper, navy blue, enormous, floral, rectangular, wooden, Finnish, breathtaking, brand-new, Oriental, medieval, plain, compact, steel, off-white, antique, heavy, pinkish, woolen, carvings, initials, oval.*

Opinion	
Size/Weight	
Age	
Shape	
Colour	
Pattern	
Origin	
Material	
Noun	
Special Characteristics	

 **Exercise 22.** Read the following descriptions and underline the adjectives or phrases used to describe each item or the special characteristics they might have. Where could each description have been taken from?

- A. My overcoat is dark blue and is made of lambswool. It's fairly old but should be recognized from the initials J.P. sewn on the lining. Should it be found please contact me on
- B. Witnesses reported that the craft appeared to be fifty meters long and resembled a balloon. It was said to be silver in color with flashing orange lights all around the bottom.
- C. As he passed by the window, the long steel blade flashed in the moonlight. He kept a firm grip on the heavy, cold handle of the weapon as he slowly made his way to his victim's bedroom.
- D. This beautiful antique Chinese necklace is guaranteed to enhance even the most classic of outfits. Made of the finest miniature black and white pearls, this masterpiece of craftsmanship is a must for any serious jewelry collector.

MISSION 3. BUILDING UP!

Linking words are words that connect ideas. The purpose of linking words is to show that some ideas are related in some way, or to provide supporting information. The linking words are usually placed at the start of the paragraphs to show connection among them, but also in the middle of sentences to connect two ideas together. This unit introduces some of the most usual ones in English.

▶ LINKING WORDS

□ Expressing reason

Because, because of

Because is followed by a subject + verb.

Because of is followed by a noun.

- The game was cancelled *because of* the rain.
- The game was cancelled *because* it was raining.

Since, as

Since and *as* are more informal, and they are followed by a subject + verb.

- I'm going to bed at 10 PM *since* I need to get up early tomorrow morning.
- I didn't go to the gym today, *as* I had a lot of homework to do.

Due to, owing to

Due to and *owing to* are also followed by a noun, and they are more formal.

- There's a lot of traffic today *due to* the upcoming holiday.
- The after-school program was cancelled *owing to* lack of interest from the students.

Due to the fact that, owing to the fact that

These phrases are used **before a subject + verb**. These phrases are a little more formal.

- Many people are still unemployed *due to the fact that* the economic recovery has been slower than anticipated.
- The publisher rejected the author's latest work *owing to the fact that* the manuscript was full of errors.

□ Expressing result

Therefore, consequently, as a result

These words are **followed by a comma**. They are more commonly used in written English.

- Our company's profits have increased 150% in the past year. **Therefore**, we're going to invest in new equipment and training programs.
- The tennis player had knee surgery mid-October; **consequently**, she took the rest of the season off.
- There have been heavy rains throughout the interior of the state. **As a result**, several areas have experienced flooding.

So

It is more informal, and more commonly used in spoken English.

- We were sleepy, **so** we stopped at a café for a coffee.

□ Expressing purpose

For

It describes what something is used for. It is **followed by a gerund form or a noun**.

- This button is **for** starting the engine.
- This is **for** the lights.

Infinitive of purpose

We can also use **to** to express purpose. The subject of the main clause and of the purpose clause must be the same.

- John went to the States **to** study engineering. (NOT for to study)

If the two subjects are different, **to** can't be used. We have to use so that.

- John went to the States **so that** his brother would have some help working in the club.

In order to, so as to

Formal ways of expressing purpose.

- Engineers used only local materials, **in order to** save money.
- The Policewomen moved at night, **so as not to** alarm the residents.

Their negative forms: **in order not to, so as not to**.

So that

We can use **so that** to express purpose (the reason why someone does something). So that is usually followed by can, could, will or would.

- The Police locked the door **so that** no-one could get in.

□ Expressing contrast

But, however

But is more informal than **however**.

However can be used at the beginning of a sentence, but **but** can't be used but at the beginning of a sentence (in written English).

- I tried to lift the box, **but** it was too heavy for me.
- I tried to lift the box. **However**, it was too heavy for me.

Although, even though

They are both **followed by a subject + verb**. **Although** can be placed at the beginning or in the middle of a sentence.

- **Although** I exercise every day, I can't seem to lose any weight.
- She still loves him, **even though** he treated her very badly.

While, whereas, unlike

They are used to making contrasts.

While and **whereas** are usually used between two complete phrases.

Unlike is typically used with only a subject.

- I like tennis, **while** my brother prefers bowling.
- This cell phone plan costs \$0.05 per minute, **whereas** that one gives you up to 800 minutes per month for a fixed price.
- His boss allows him to work from home, **unlike** mine.
- She's very friendly, **unlike** her sister.

Despite, in spite of

They are **followed by a noun or a gerund**. Their meaning is the same.

- Our plane arrived on time **in spite of** the delay during takeoff.
- We won the game **despite** having three fewer players.

Despite the fact that, in spite of the fact that

They are followed by a subject + verb.

- Our plane arrived on time, *in spite of the fact that* it left 30 minutes late.
- We won the game *despite the fact that* we had two fewer players.

□ Addition

In addition, moreover, furthermore

These are usually used at the beginning of a sentence to add another idea or further develop the previous point. These expressions are used in formal English, whereas in informal spoken English, **plus**, **what's more** and **besides**, are used instead.

- People who exercise regularly have more energy during the day and sleep better at night. *In addition*, they tend to live longer.
- Construction on the new subway has been delayed for months due to budget short-falls. *Moreover*, the workers are threatening to go on strike.
- Our sales are expected to rise 30% in the next year. *Furthermore*, purchase of new equipment will help cut manufacturing costs and increase profits.

Also, too

Also can go in the middle of a sentence.

Too is typically used at the end.

- We did a lot of sightseeing on our holiday. We **also** bought a number of souvenirs.
- We did a lot of sightseeing on our holiday. We bought a number of souvenirs, **too**.

As well, as well as

As well is used at the end of the sentence (similarly to **too**).

As well as must be followed by another word.

- She's not only extremely successful, she's beautiful *as well*.
- She's beautiful *as well as* being extremely successful.

 **Exercise 1.** Fill in the gaps with the correct linking words from the box. There are three extra words that you do not need to use.

<i>as well as</i>	<i>during</i>	<i>because</i>	<i>which</i>
<i>so that</i>	<i>then</i>	<i>however</i>	<i>such as</i>
<i>either...or</i>	<i>neither...nor</i>	<i>when</i>	<i>although</i>
<i>unless</i>	<i>so</i>	<i>despite</i>	<i>while</i>

- Mum comes home from work she has to lie down on the sofa she feels exhausted.
- Jenny had a bad headache yesterday, she couldn't come to her basketball training session.
- This is Jennifer's new motorbike, he got from his brother. She locks it up every night nobody can steal it.
- Susan was feeling tired, she was watching TV until well after midnight.
- Cut out the pictures, paste them into your picture book.
- I would like to learn French. I don't know anyone who can teach me.
- we were driving through the countryside, we saw many picturesque villages.
- The Prestons are our neighbors our friends.
- You can have coffee tea for breakfast.
- being a great surfer, only few people outside the U.S. know her.

 **Exercise 2.** Fill in the blanks with the correct linking words from the list below. There are some extra words that you do not need to use.

although / as well as / both / despite / due to / during / even though / however / in addition / in order to / neither ___nor / so that / therefore / whereas / which / while

- This mobile phone tax costs 4 cents per minute, the other one offers a flat rate.
- my brother likes rock music, he hardly listens to it on the radio.
- to the four airbags, the jeep also has a built-in security system.
- The company manufactures planes vessels.

5. we hadn't eaten for over ten hours, we weren't starving.
6. My cousin invited me to her baby-shower party. , I was so busy at work I had to tell her I couldn't come.
7. I arrived late for the rehearsal a traffic jam on the main road.
8. She spent most of her time singing with her friends. , she didn't have enough time to study for her final test.

 **Exercise 3.** Fill in the blanks with a suitable linking word. There may be more than one correct answer.

1. Ocean levels will probably rise in the next few decades of global warming.
2. She should drive carefully, she may have problems on such a slippery road.
3. The vice-president was not a very popular leader. , her renouncement was not surprising.
4. My neighbours' economy will not improve this month. , all projections show that it will get worse in the upcoming days.
5. They broke up their marriage a few days ago. , they are still living together because of the kids they have in common.
6. it was a great place to go surfing, not many people found their way there.

 **Exercise 4.** Fill in the blanks with one of the following linking words from the box. Be careful, more than one answer is possible in some sentences.

<i>despite</i>	<i>due to</i>	<i>because</i>	<i>nevertheless</i>	<i>however</i>
<i>in spite</i>	<i>as long as</i>	<i>therefore</i>	<i>in case</i>	<i>even though</i>

1. Take your webcam with you, just mine doesn't work, and I need it for the virtual conference next week.
2. having muscle problems, the defender was able to play.
3. You should bring an umbrella with you it rains tomorrow.
4. Surfing is a safe sport you obey the rules on the slope.
5. Molly has been living in the city her whole life. , she has decided she wants a change and plans on moving to a house in the middle of the mountains.

6. My parent had a wonderful time in London. , transport workers were on strike, so they couldn't use the underground.
7. You might go out with your friends tonight, you never go alone and stay with them all the time.
8. I already knew a lot about cyberbullying and mobbing. , the lecture was very interesting and useful for my professional future.

► INFINITIVE VERBS

1. Infinitives are the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.
 - To learn is important. *SUBJECT OF SENTENCE*
 - The most important thing is to learn. *COMPLEMENT OF SENTENCE*
 - He wants to learn. *OBJECT OF SENTENCE*
2. Infinitives can be made negative by adding "not."
 - I decided not to go.
 - The most important thing is not to give up.
3. Some verbs are followed by infinitives. < [List of Verbs Followed by Infinitives](#) >
 - She wants to go to a film.
 - Mary needs to talk about her problems.
4. Some verbs are followed by a noun plus an infinitive. In some situations, the noun is required. In other situations, the noun is optional. < [List of Verbs Followed by a Noun + an Infinitive](#) >
 - The police ordered the man to stop. *NOUN IS REQUIRED*
 - She asked to leave. *NOUN IS OPTIONAL*
 - She asked him to leave. *NOUN IS OPTIONAL*
5. There are many "be + adjective" combinations that are commonly followed by infinitives. < [List of Be + Adjective Combinations Followed by Infinitives](#) >
 - They were anxious to begin.
 - She was delighted to receive such good feedback.
 - He is lucky to have such good friends.

6. There are also many nouns that are commonly followed by infinitives. < [List of Nouns Followed by Infinitives](#) >

- It was a good **decision to move** to San Francisco.
- His **wish to become** an actor was well known.
- Laura's **desire to improve** impressed me.

7. Infinitives are sometimes used to express the idea of "in order to do something."

- He bought the English dictionary **to look up** difficult words. *IN ORDER TO LOOK UP*
- Janine sold her car **to get** the money that she needed. *IN ORDER TO GET*
- Juan uses Englishpage.com **to learn** English. *IN ORDER TO LEARN*

This idea of "in order to do something" is found in many English patterns.

8. Too + adjective/adverb + infinitive

- The box is **too heavy to carry**.
- The television is **too expensive to buy**.
- Fiona ran **too slowly to win** the race.
- We arrived **too late to see** the beginning of the film.

9. Adjective/adverb + enough + infinitive

- She is **tall enough to reach** the book on the shelf.
- Brian was **smart enough to enter** college at the age of 12.
- Linda runs **quickly enough to win** the race.

10. Enough + noun(s) + infinitive

- He has **enough money to buy** his own car.
- Cheryl owns **enough books to start** her own library!
- Diane needs **enough time to finish** writing her book.

□ **REMEMBER...**

Infinitive forms	
<i>SIMPLE</i>	The teacher wants to teach .
<i>PROGRESSIVE</i>	Mr. Smith would like to be teaching his class.
<i>PASSIVE</i>	The students want to be taught .
<i>PERFECT</i>	The teacher was expecting to have taught that already.
<i>PASSIVE + PROGRESSIVE</i>	The students would like to be being taught by Mr Smith.
<i>PASSIVE + PERFECT</i>	The students were expecting to have been taught that by now.

🔗 **Exercise 5. Complete the following sentences with a suitable infinitive verb.**

1. There was a horrific traffic jam, but we finally managed to the railway station in time.
2. We were all afraid to speak. Nobody dared anything.
3. We couldn't afford in New York. It's too expensive.
4. Don't forget all the windows from the backyard when you go out.
5. Richard didn't know what had happened. I decided not him.
6. They've got a new digital platform in our computer. They haven't learnt it yet.

🔗 **Exercise 6. Write a suitable sentence by using the following verbs from the box below. Remember that these verbs have the structure verb + object + to...**

remind / order / get (=persuade) / teach / suggest / advise

1.
2.
3.
4.
5.
6.

 **Exercise 7. Complete the sentences to make them meaningful.**

1. My teacher allowed
2. She couldn't expect
3. Sarah persuaded
4. Having a driving licence allows
5. My mother advised
6. I was warned

 **Exercise 8. Fill in the blanks with the correct form of the verbs in brackets (with or without "to").**

1. Students are not allowed along the central aisle in class. (*walk*)
2. My parents made me at home after school because I did not obey them. (*stay*)
3. I was shocked such a good theatre performance. (*see*)
4. The doctor advised me some proper pills with me when I go to Egypt. (*take*)
5. The film was so sad that made me (*cry*)
6. My mum won't let me her new crochet top. (*wear*)
7. I finally convinced her with me to Tina's birthday party. (*come*)
8. I'm really not sure whether he likes me. "What makes you that?" (*think*)

 **FIXING THINGS AND TOOLS - GIVING INSTRUCTIONS**

Industrial Engineering is concerned with the design, analysis, and control of production and service operations and systems. In the past, an industrial engineer worked in a manufacturing plant and was involved with the operating efficiency of workers and machines. Today, industrial engineers are more broadly concerned with productivity and all the technical problems of production management and control. They work in various branches of companies: manufacturing, distribution, transportation, mercantile, and service. Their responsibilities range from the design of unit operations to controlling complete production and service systems. They integrate the physical, financial, economic, and human components of such systems to attain specified goals. Industrial engineering includes tasks like production planning and control; quality control; inventory, equipment, warehouse, and materials management; plant layout; and job and workstation design. Full knowledge of fixing different tools and things, as well as giving instructions on the procedure of doing those tasks, becomes relevant for any industrial engineer.

<i>Wrench</i>	<i>Ratchet</i>	<i>Screwdriver</i>	<i>Pliers</i>	<i>Funnel</i>	<i>Hammer</i>
<i>Car Jack</i>	<i>Air Compressor</i>	<i>Jump Starter</i>	<i>Mechanics Gloves</i>		<i>Zip Ties</i>
<i>Flashlight</i>	<i>Safety Glasses</i>	<i>Wrecking Bar</i>	<i>Pressure Washer</i>	<i>Tape Measure</i>	<i>Utility Knife</i>
<i>Level</i>	<i>Power Drill</i>	<i>Saw</i>	<i>Bolts</i>	<i>Nails</i>	

<p>WRENCH: used to tighten bolts and nuts.</p>	
<p>RATCHET: used to fasten or loosen nuts and bolts.</p>	
<p>SCREWDRIVER: used to turn screws with slotted heads.</p>	
<p>PLIERS: used to hold and grip small articles.</p>	
<p>FUNNEL: used to guide liquid or powder into a small opening.</p>	
<p>HAMMER: used to drive nails.</p>	
<p>CAR JACK: used to lift heavy loads.</p>	

<p>AIR COMPRESSOR: used to chill the air.</p>	
<p>JUMP STARTER: used to jump start vehicles.</p>	
<p>MECHANICS GLOVES: used to protect hands.</p>	
<p>ZIP TIES: used to bundle cables, wires and tools together.</p>	
<p>FLASHLIGHT: used to provide a light source.</p>	
<p>SAFETY GLASSES: used to provide eye protection.</p>	
<p>WRECKING BAR: used to pen nailed wooden crates.</p>	

<p>PRESSURE WASHER: used to clean dirt from surfaces and objects.</p>	
<p>TAPE MEASURE: used to measure the length of a room.</p>	
<p>UTILITY KNIFE: used to cut materials.</p>	
<p>LEVEL: used to determine whether a surface is horizontal (level) or vertical (plumb).</p>	
<p>POWER DRILL: used to make holes in material or surface.</p>	
<p>SAW: used to cut through material.</p>	
<p>BOLTS: used to hold two objects.</p>	
<p>NAILS: used to join pieces of different materials, usually timber.</p>	

 **Exercise 9.** Complete the following sentences with the correct tool from the box.

<i>hammer</i>	<i>screwdriver</i>	<i>bolts</i>	<i>nails</i>	<i>pliers</i>	<i>wrench</i>
---------------	--------------------	--------------	--------------	---------------	---------------

- The is used to drive nails.
- The are used to hold and grip small articles.
- The is used to tighten bolts and nuts.
- The is used to turn screws with slotted heads.
- The are used to hold two objects.
- The are used to join pieces of different materials (usually timber).

 **Exercise 10.** Match the object(s) with their corresponding function.

- The *hammer* (a) is used to jump start vehicles.
- The *wrench* (b) are used to protect hands.
- The *ratchet* (c) is used to lift heavy loads.
- The *screwdriver* (d) is used to guide liquid or power into a small opening.
- The *pliers* (e) are used to hold and grip small articles.
- The *funnel* (f) is used to drive nails.
- The *car Jack* (g) is used to turn screws with slotted heads.
- The *air compressor* (h) is used to fasten or loosen nuts and bolts.
- The *jump starter* (i) is used to tighten bolts and nuts.
- The *mechanics gloves* (j) is used to chill the air.

 **Exercise 11.** Look at the pictures and write the name of the correct tool right below the picture.

 <p>.....</p>	 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>	 <p>.....</p>

 **Exercise 12.** Complete the following sentences explaining the different functions of the underlined tools provided.

1. The zip ties are used to.....
2. The flashlight is used to.....
3. The safety glasses are used to.....
4. The wrecking bar is used to
5. The pressure washer is used to
6. The tape measure is used to

 **Exercise 13.** Join the two halves to make complete sentences.

- | | |
|--|--|
| 1. We've got the problem here, | (a) we will need the automatic screwdriver. |
| 2. To do that, ... | (b) we need to open the door on the bottom. |
| 3. Next, ... | (c) we can see the inside of the machine. |
| 4. Firstly, ... | (d) we need to remove the cover. |
| 5. After doing that, ... | (e) Let's check that the machine is disconnected. |
| 6. Once we have removed the cover, ... | (f) It seems that the belt is broken and a part of it is snagged on the rollers. We will need to dismantle it. I will need the wrench. |

 **Exercise 14.** Put the following actions into the correct order to fix the problem of the machine.

At last, let's put the cover and the bolts using the automatic screwdriver again. [.....]

The next step is to add a new belt. We must introduce the rollers within the belt in each extreme and place them on each side of the machine. [.....]

The last thing is to connect the machine and check if it works. [.....]

Now, we must loosen the bolts and take off the rollers. [.....]

Once the rollers are off, we must extract the belt and clean it. [.....]

Voilà! It works perfectly. Good job! [.....]

We've got the problem here. It seems that the belt is broken and a part of it is snagged on the rollers. We will need to dismantle it. I will need the wrench. [.....]

Once the rollers are in, we must put the bolts and tighten them. [.....]

 **Exercise 15.** Use the words from the box below to make complete the sentences.

<i>machine</i>	<i>belt</i>	<i>take off</i>	<i>introduce</i>	<i>on each side</i>
<i>loosen</i>	<i>dismantle</i>	<i>extract</i>	<i>wrench</i>	

- After removing the cover of the machine, we are able to see the inside of the
- It seems that the problem is that the is broken. Additionally, a part of it is snagged on the rollers. Therefore, we will need to it and in order to do that we will need the
- We must the bolts, the rollers, and the belt to clean it.
- If we want to add a new belt, we must the rollers within the belt in each extreme and place them of the machine.

► EXPRESSING OPINIONS

To give your opinion on a subject, you must basically say if you agree or disagree with the statement given. However, you can also be told to discuss both the advantages and disadvantages of the topic given.

- Read the question carefully, underlining the points you must deal with.
- Decide on how you are going to organize your essay.
- Make a plan with the main ideas for each paragraph.
- Think of the vocabulary you want to use and write it down.
- Write following your plan.

□ Paragraph 1 (Introduction)

Present the topic of discussion and express your opinion. You must imagine that whoever reads your essay has no idea what the topic is. You must also show clearly that you'll be expressing one opinion, either in favor or against. In other words, answer the question exactly.

□ Paragraph 2

Explain your first reason for your opinion. Talk about possible consequences and give examples, or vice versa.

□ Paragraph 3

Explain your second reason and maybe a third one, but only if it is closely related. Mention possible consequences and give examples, or vice versa.

□ Paragraph 4 (Conclusion)

Summarize your reasons and / or talk about possible consequences if nothing is done. You must clearly state your opinion in this part, but don't include new arguments or ideas because you won't be able to support them with reasons or examples.

USEFUL LANGUAGE TO EXPRESS OPINIONS

INTRODUCTION
<ul style="list-style-type: none"> - There are people who claim/ believe/ say/ think (that) - There is no doubt that - I feel - According to... /...a new research... - It is believed... / said (that) - It is believed by experts / scientists (that) - It seems / appears that
BODY (Paragraphs 2-3)
To state your first / main reason
<ul style="list-style-type: none"> - I think that - Firstly/ first of all / to start with - I think there are two aspects of... The first is
To give an example/ examples
<ul style="list-style-type: none"> - For example / for instance
To talk about consequences
<ul style="list-style-type: none"> - As a result, - Therefore, - Consequently, - In this case, - The second aspect is - Secondly, - Another reason why - We should also consider the fact that - Another matter/ aspect to consider - Let us not forget
CONCLUSION (Paragraphs 3-4)
<p>In short, In brief, To conclude, In conclusion, Rhetoric question</p>

MISSION 4. SAFETY

► RELATIVE CLAUSES

Relative clauses are used to give additional information about something without starting another sentence. By combining sentences with a relative clause, the text becomes more fluent, and the repetition of certain words can be avoided.

□ How to Form Relative Clauses

Word	Use	Example
Relative Pronoun		
who	subject or object pronoun for people	I told you about the woman <i>who</i> lives next door.
which	subject or object pronoun for animals and things	Do you see the cat <i>which</i> is lying on the roof?
which	referring to a whole sentence	He couldn't read <i>which</i> surprised me.
whose	possession for people animals and things	Do you know the boy <i>whose</i> mother is a nurse?
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor <i>whom</i> I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.
Relative Adverb		
when	refers to a time expression	the day <i>when</i> we met him
where	refers to a place	the place <i>where</i> we met him
why	refers to a reason	the reason <i>why</i> we met him

□ Defining and Non-Defining Relative Clauses

Defining relative clauses (also called *identifying relative clauses* or *restrictive relative clauses*) give detailed information defining a general term or expression. Defining relative clauses are not put in commas.

Imagine, Maria is in a room with five men. One man is talking to Maria, and you ask somebody whether she knows this man. Here the relative clause defines which of the five men you mean: *Do you know the man who is talking to Maria?*

In addition, defining relative clauses are often used in definitions, as shown in the following example: *A seaman is someone who works on a ship.*

Object pronouns in defining relative clauses can also be dropped. These sentences with a relative clause without the relative pronoun are called *Contact Clauses*: *The boy (who/whom) we met yesterday is very nice.*

Non-defining relative clauses (also called *non-identifying relative clauses* or *non-restrictive relative clauses*) give additional information on something, but do not define it. Non-defining relative clauses are put in commas.

Imagine, John is in a room with only one girl. The two are talking to each other and you ask somebody whether he knows this girl. Here the relative clause is non-defining because in this situation it is obvious which girl you mean: *Do you know the girl, who is talking to Tom?*

In non-defining relative clauses, *who/which* may not be replaced with *that*. Notice that object pronouns in non-defining relative clauses must be used: *Jim, who/whom we met yesterday, is very nice.*

 **Exercise 1.** Complete the sentences with relative clauses in simple present. Use *who* or *which*.

1. This is the man works at the station.
2. The tree grows in the garden is an apple tree.
3. The man goes jogging every Friday is my neighbor.
4. The elephants live in Africa have big ears.
5. Turn left at the yellow house is opposite the petrol station.

 **Exercise 2.** Combine the sentences with relative clauses. (Decide whether to use commas or not).

1. A monk is a man. The man has devoted his life to God.
2. I have one black cat. His name is Blacky.

3. A herbivore is an animal. The animal feeds upon vegetation.
4. Carol plays the piano brilliantly. She is only 9 years old.
5. Sydney is the largest Australian city. It is not the capital of Australia.

 **Exercise 3. Use a suitable word to fill in the following relative clauses.**

1. The woman is sitting at the desk is Mr. Winter's secretary.
2. I cannot remember the reason he wanted us to leave.
3. Jane, mother is a physician, is very good at biology.
4. She didn't see the snake was lying on the ground.
5. Do you know the shop Andrew picked me up?
6. I was born in 1939, World War II started.
7. I know an exciting place you and your boyfriend can go on holidays.
8. He is the guy car is parked in front of your house.
9. The woman lives here is always complaining.
10. The flat he's rented, is in central London, is really expensive.

 **Exercise 4. Join the two sentences by using a relative pronoun.**

1. John Grisham's new novel is brilliant. It was published last week.
2. This is the hospital. Agatha Christie worked here.
3. Have you got the book? I lent it to you last week.
4. Nicole Kidman is a famous actress. Her ex-husband was Tom Cruise.
5. The headmaster of your school is an old friend of mine. I am writing a letter to him.
6. The car runs quite well. Bill sold it to us.
7. That is the song. I heard it on the radio this morning.
8. That's the student. Shen won the competition prize.
9. Sharon is my best friend. I've known her for a long time.
10. The theater is about 200 meters from my house. It is the oldest building in town.
11. My grandparents still live in the village. I was born there.
12. The bar is open all night. We've had lunch there.

► **MODAL VERBS**

Modal verbs are a type of auxiliary verbs which show possibility, intent, ability, or necessity. They are used together with the main verb of the sentence (lexical verb), which appears in the infinitive form without 'to' (bare infinitive). The most frequent ones include can, may, might, could, should, would, will and must.

Function	Explanation
Likelihood	Some things seem likely, but they are not known for sure. In these cases, the modal verbs 'should' and 'must' to show probability without certainty can be used: <i>Her parents must be proud.</i> <i>My brother should be asleep by now.</i>
Possibility	In situations when something is possible but not certain, use the modal verbs 'could', 'may', or 'might'. <i>It might rain today.</i> <i>She may become the best soccer player ever.</i>
Ability	The modal verb 'can' shows whether or not the subject is able to do something, such as perform an action or demonstrate an ability. Likewise, the negative form, 'cannot' or 'can't', shows that the subject is unable to do something. <i>She can speak three languages.</i> <i>You can't make coffee as good as Luca does.</i>
Asking permission	To ask permission to do something, the modal verbs 'can', 'may', or 'could' are used. Traditionally, in more formal and polite usage, 'may' is better for permission <i>May I leave early today?</i> <i>Could I go with them too?</i>
Request	To ask someone else to do something, the speaker can start a question with 'will', 'would', 'can', or 'could'. <i>Could you help me with my housework?</i> <i>Would you turn that music down?</i>
Suggestion/advice	To give suggestions or advice without ordering someone around, you can use the modal verb 'should'. <i>You should try the lasagna.</i> <i>That guy should wear less cologne.</i>
Command	If a speaker wants to command someone, they should use the modal verb 'must', or semi-modals 'have to', or 'need to'. <i>You must wash your hands before cooking.</i> <i>You need to be here before 8:00.</i>

Function	Explanation
Obligation or necessity	<p>Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative form expresses that an action is not necessary. Use the same modal verbs as with commands: 'must', 'have to', or 'need to'.</p> <p><i>We have to wait for our boss to arrive before we open.</i> <i>You don't need to come if you don't want to.</i></p>
Habit	<p>To show an ongoing or habitual action, the modal verbs 'would' for the past tense and 'will' for the present and future can be used. The phrase 'used to' is also acceptable for a habit that no longer exists.</p> <p><i>When I lived alone, I would fall asleep with music.</i> <i>I will arrive early and leave late to every meeting.</i></p>

 **Exercise 5.** Complete the sentences with 'can' / 'can't' / 'could' / 'couldn't' / and 'be able to' in the correct tense.

- you swim when you were 10?
- We get to the meeting on time yesterday because the train was delayed by one hour.
- He arrive at the party on time, even after missing the train, so he was very pleased.
- He's amazing. He speak 5 languages including Chinese.
- I drive a car until I was 34, then I moved to the countryside, so I had to learn.

 **Exercise 6.** Complete the sentences with one of the options given ('can', 'could', 'may' and 'might').

- They (can/might) be away for the weekend but I'm not sure.
- You (may/might) leave now if you wish.
- (Could/May) you open the window a bit, please?
- He (can/could) be French, judging by his accent.
- (May/Can) you play the piano?

 **Exercise 7. Complete the sentences with one of the following verbs: 'must', 'mustn't' or 'needn't'.**

1. It's very warm outside. You take a coat with you.
2. You speak with a full mouth. That's very impolite.
3. The doctor said I smoke so much.
4. In England you drive on the left side of the road but in other European countries you
5. Students be late for school.

 **Exercise 8. Complete the sentences with will or would.**

1. My dog and I go for walks when she was younger.
2. I buy new shoes if I had enough money.
3. I am feeling tired. I think I go to sleep now.
4. I like more milk when you get a chance.
5. I don't think we ever win the game.

 **Exercise 9. Use a suitable modal verb in each sentence.**

1. You be exhausted after your long trip. Come in and have a drink.
2. John have taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I get wet.
4. You to apply for the job yet. You can do it later this week.
5. I left my wallet in the car. I can't find it anywhere.
6. That be Jake. It's impossible. He said he was going to Spain.
7. You step into the headmaster's office without permission.
8. Tell your sister she stay the night here if she wants to.
9. You have already drunk a glass of wine. You not drive. Let me.
10. You see the Eiffel Tower and the Louvre when you go to Paris.
11. I to take orders from you. You're not my boss!
12. When I was younger, I run very fast.
13. Your cold is getting worse, and you have a runny nose. You to see the doctor.

14. My husband is preparing dinner. He's not a good cook so you expect anything special.
15. Don't leave your window open at night. Someone climb in.
16. Brenda be over thirty. She graduated a year after me and I'm only 26.
17. You to come with me. I can manage on my own.
18. She got lost. Otherwise, she'd be here by now.
19. You must be more careful. You been killed crossing the street without looking.
20. I didn't to buy more groceries. We already had enough.

► ADVICE AND SUGGESTION

As part of the lesson on modal verbs. The use of advice and suggestions is important in the professional field. You can use the following words and expressions in conversations to make suggestions and give advice to people.

□ Suggestions

should

"You should try to practice English." "You shouldn't translate too much."

Why don't you

"Why don't you join an English club?"

ought to

"You ought to read more."

If I were you, I'd...

"If I were you, I'd watch more television."

*All these expressions are followed by a **verb**, without **to**. For example: "He **should** visit the Eiffel Tower." (Not "he **should to** visit the Eiffel Tower.")

□ Suggest and recommend

Either use a **verb + ing** "I suggest visiting the Eiffel Tower." (We should all go.)

OR use **that + a verb** without **to** "I suggest that you visit the Eiffel Tower." (I'm not going.)

OR use a **noun** "I recommend the lasagne." (It's a very good dish to choose in this restaurant.)

□ Advice

Remember the difference between the verb and the noun form of this word.

advise (verb).

"I advise you to buy a good dictionary." (The pronunciation is ad – vaiz).

advice (noun).

"Can you give me some advice?" (The pronunciation is ad – vais).

Advice is an uncountable noun. This means that we can't say **an advice**. Instead, we say **some advice** or a **piece of advice**.

"Let me give you some advice." "She gave me a very useful piece of advice: to buy a good dictionary."

Speaking tip

Many people don't like getting advice if they haven't asked for it! To avoid giving the wrong impression, you can try some of these expressions:

"You could always..."

"Have you considered..."

"Perhaps we could..."

"Do you think it's a good idea to..."

"Have you thought about..."

"In your position, I would..."

"You should perhaps..."

 **Exercise 10.** You should give advice and suggest possible solutions to the following situations. Practice and discuss your answers with a partner.

1. "I'm concerned about the final exam".
2. "I'm worried about gaining weight".
3. "My boyfriend/girlfriend is cheating on me".
4. "I'm broke".
5. "Somebody has stolen my wallet".
6. "I am stressed out".
7. "I have a boyfriend/girlfriend but I feel attracted by another person".

8. (You receive a call) "I'm in the highway and my car's got a puncture".
9. (You receive a call) "I've just found a bag in the street with \$10.000".
10. Your own concern (Discuss it with your partner).

► **SAFETY AT WORK**

🔗 **Exercise 11.** Match the items with their category and then match them with their name.

Safety Clothing 1. Gloves 2. Vest 3. Safety Jacket 4. Waterproof Working Boots	Face and Eye Protection 1. Welding Mask 2. Safety Glasses 3. Protective Face Shields	Respiratory Protection Full-face Mask Disposable Dust Mask Reusable Dust Mask Powered air purifying respirator
Hearing Protection 1. Earmuffs 2. Earplugs		Head Protection 1. Helmet



 **Exercise 12.** Match the synonyms from the two columns.

- | | | | |
|-------------------|---|---|-----------------------------|
| Boss | ⊙ | ⊙ | To be aware |
| Repair | ⊙ | ⊙ | Take Part |
| Hazard | ⊙ | ⊙ | Danger |
| How we do things | ⊙ | ⊙ | Work it out |
| Indicate | ⊙ | ⊙ | Procedure |
| Participate | ⊙ | ⊙ | Maintain |
| Prevent | ⊙ | ⊙ | Employee |
| Solve the problem | ⊙ | ⊙ | Make sure it doesn't happen |
| To know about | ⊙ | ⊙ | Employer |
| Worker | ⊙ | ⊙ | Point out |

 **Exercise 13.** Match the two halves and add a suitable relative pronoun/adverb that connects the two halves.

A tool board is	the person who	is crucial for the welfare of the employees.
A factory is	the person who	to look after a company or organization's accounts, controls the company's money.
Safety at the company	a place where	to lead the team, is the person who has the greatest responsibility.
An engineer is	a place where	to guarantee that employees get on time.
A workshop is	a storage environment in which	finds the solution to an existing problem or an anticipated problem.
A mechanic is	the time when	you can hang different tools.
8.00 a.m. is	whose function is	employees start to work.
The reason	whose function is	raw materials are used to produce a series of products.
The accountant,	why there is an entrance control is	work is carried out.
The manager,	which is controlled by the safety manager,	executes the solution devised by the engineer.

 **Exercise 14. Match the following terms with their definitions.**

Audit	one who by possession of a recognized degree, certificate, or professional standing, or who by extensive knowledge, training, and experience, has successfully demonstrated his or her ability to solve or resolve problems relating to the subject matter, the work, or the project.
Compliance	any substance or material that is capable of posing an unreasonable risk to health, safety, and property when transported in commerce.
Corrective Actions	the act by a regulatory authority of conducting an official review of documents, facilities, records, and any other resources related to the company.
Dangerous goods	conditions or practices conducive to maintaining health and preventing disease.
Hazard	the steps taken by the employers to ensure the prevention of hazards likely to be faced by their employees.
Hygiene	an official inspection of an organization's accounts, typically by an independent body.
Inspection	The activities in which the employees are engaged or involved and include unauthorized use or operation of equipment.
Policy Development	payment for individuals who have suffered a job-related injury or illness.
Qualified Person	An individual charged with managing safety within a workplace.
Safety Coordinator	the process of deciding what should be achieved, what should be done to achieve it, how to do it efficiently and economically, or who should do it, among others.
Unsafe acts	a process, phenomenon, or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation.
Worker's Compensation	plans are designed and implemented to address and correct issues or deficiencies.
Workplace safety	the action or fact of complying with a wish or command.

▶ LETTERS OF COMPLAINT

Letters/Emails of complaint are written documents that are used to inform a problem with a product or a thing to the person or company who is responsible for it. They are normally written in a formal style. However, Mild or strong language can be used depending on the feelings of the writer or the / seriousness of the complaint, but abusive language must never be used.

- Mild Complaint: I am writing to complain about a damaged videotape I bought at your shop. I hope you will deal with this matter/resolve this matter quickly.
- Strong Complaint: I am writing to express my disgust at the appalling treatment I received while staying at your hotel. I insist upon full compensation, or I will be forced to take this matter further.

It is necessary to start a new paragraph for each different aspect of the topic. In the first paragraph, the writer should state the reason for the complaint. Any complaints should be supported with some justification. Complaints and justification can be linked together as follows:

- I still haven't received the goods I ordered in spite of/despite the fact that I sent you a cheque three weeks ago.
- Although/Even though I have only used the automatic tin-opener once, it no longer works. I have written to you twice but you have not taken any action.

Structure
Introduction <i>Paragraph 1: Reason for Writing.</i>
Main Body <i>Paragraphs 2-3: Complaints and Justification.</i>
Conclusion - <i>Final Paragraph: Suggested action/s to be taken.</i> - <i>Closing remarks.</i> - <i>Full Name.</i>

 **Exercise 15.** Match the complaints with the justification using appropriate linking words.

Complaint	Justification
1. My 2-year-old daughter cut herself on the toy.	a) I sent you a cheque to renew it a month ago.
2. When we received the bill, we realized we had been charged the full price.	b) I informed you of my change of business address.
3. The top rack of the dishwasher has broken.	c) I booked a room with a private bathroom.

Complaint	Justification
4. You still keep delivering equipment to the wrong address.	d) I have only used it three times.
5. I received a letter saying my license has expired.	e) You claim it is safe for children over 18 months.
6. The shirt's bright red collar has turned pink.	f) The label states that it can be washed at high temperatures without the colors fading.
7. I had to share a bathroom with other guests.	g) We were told there would be a 20% discount if we ordered before June.

□ Useful Language for Letters/Emails of Complaint

Opening Remarks:

- (Mild) I am writing to complain about/ regarding/on account of/because of/on the subject of.../I am writing to draw your attention to.../I am writing to you in connection with... etc.
- (Strong) I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about, etc.

Closing Remarks:

- (Mild) I hope/assume you will replace/I trust the situation will improve/I hope the matter will be resolved/I hope we can sort this matter out amicably, etc.
- (Strong) I insist you replace the item at once/I demand a full refund/I hope that I will not be forced to take further action, etc.

📖 **Exercise 16.** Read the letter and state the topic of each paragraph. Then list the complaints and the justification.

Dear Sir/Madam,

I want to express my strong dissatisfaction with the service I received during a visit to your restaurant on December 12th. Firstly, I had booked a table for my wife and myself for 8:30, but it was 9 o'clock before we were seated. Such a delay seems to me inexcusable.

Then, in spite of the fact that I had repeated our order to check that the waiter had heard me correctly, he proceeded to bring us the wrong starters. Such careless service should not be tolerated in a restaurant which charges such high prices.

To make matters worse, the chocolate gateau we were served for dessert was quite stale. The menu claimed, though, that all desserts were freshly prepared that day.

My wife and I will not be dining in your restaurant again; however, as manager, you would be wise to guard against such appalling treatment of your customers in future.

Yours faithfully,

Larry Dunman.

 **Exercise 17.** Read the letter and underline the correct linking words in brackets. Is the language mild or strong?

Dear Mrs. Brosnan,

I am writing to complain about a waterproof jacket I purchased from your shop last week.

1) (However/Although) the jacket was supposed to be completely waterproof, I got soaked the first time I wore it in wet weather. 2) (Furthermore/But), when I tried to take the jacket off, the zip wouldn't open and when I tried to get it unstuck, the jacket tore.

I sent the jacket back to your shop after having been assured by one of the assistants that I would be sent a refund. 3) (However /In addition), I still have not received one.

As a regular customer of yours, I feel disappointed with the way I have been treated and hope that steps will be taken to rectify the situation.

I trust this matter will receive your immediate attention.

Yours sincerely,

John Wells.

 **Exercise 18.** Write one of the following letters in the appropriate style using 120 - 180 words.

1. You stayed at a holiday resort recommended by your travel agent. However, you did not enjoy your stay due to a number of difficulties. Write an email describing them and asking for action to be taken.
2. You have recently bought a new laptop but it does not work properly. Write a letter of complaint to the manager of the shop where you bought it.

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▶ LETTERS OF APOLOGY

A letter/An email of apology is a written document that is used to apologize when a person has made a mistake, failed to perform a duty or is not able to fulfil a promise. This document can be formal or informal, depending on whom the letter is addressed to. The main body should contain reasons for the inconvenience caused, and the final paragraph should be used to express the writer's hope to improve the situation or promise to make up for any problems that have been caused.

Structure
<p>Introduction <i>Paragraph 1:</i> Reason for Writing (To Apologize for something).</p>
<p>Main Body <i>Paragraph 2 & 3:</i> reasons to explain the inconvenience caused.</p>
<p>Conclusion <i>Final Paragraph:</i> express understanding/regret or promise to make up for the situation <i>Closing remarks:</i> Full name.</p>

Exercise 19. Read the email below and divide it into paragraphs.

Dear Mr. Grace, on behalf of sunrise travel, please accept my sincere apologies for your dissatisfaction with your Caribbean holiday in February. Due to a computer error, we were forced to change your accommodation at the last minute to what we had been led to believe was a hotel of equally high standard. Sadly, it was not until later that we discovered the hotel in question did not meet the requirements demanded of Sunrise Travel Accommodation. As a long-established travel company, we are well aware of the upset that can be caused by problems experienced while on holiday. For this reason, we would like to offer you a weekend for two in Paris at a top-class hotel as compensation. Once again, our sincerest apologies for the inconvenience caused. We look forward to hearing from you. Yours sincerely, Mark Griffiths.

□ Useful Language for Letters/Emails of Apology

Opening Remarks:

- (Formal) I am writing to apologize for/I must apologize for/Please accept my sincerest apologies for/How can I apologize enough for/I must apologize profusely for, etc.
- (Informal) I hope you will understand when I say that/What can I say, except I'm sorry that/I'm sorry for/I owe you an apology/I'm so sorry if I upset you in any way/ I can't describe how sorry I am and how guilty I feel, etc.

Closing Remarks:

- (Formal) Once again, sincerest apologies for/I hope you will accept my apologies/I hope my apologies will be/are accepted, etc.
- (Informal) I hope you believe me when I say how sorry I am/I can't tell you how sorry I am/I beg you to forgive me for/There is no excuse for... and I hope you'll forgive me, etc.

 **Exercise 20.** Read the two letters below and fill in the gaps with expressions from the list.

- | | |
|---|---|
| 1. to apologize/ to say how sorry I am | 6. but/However |
| 2. bad behavior/disgraceful conduct | 7. severely reprimanded/properly told off |
| 3. I know/I realize | 8. be sure/rest assured |
| 4. sort out the problem/resolve the matter | 9. what happened/this incident |
| 5. Due to my absence/Because I wasn't there | 10. put you off/deter you |

Letter A

Dear Mr. Johnson,

I am writing to you 1)..... for the 2) of a member of our staff towards you on Saturday April 23rd. 3) how much this must have upset you, and I hope that we can 4) agreeably.

5)..... at the time, I was unable to apologize to you in person. 6)..... I always take such incidents extremely seriously and, following your letter of complaint, the member of staff has been 7)..... You can 8) that he will be treating our customers quite differently in future.

I hope that 9)..... will not 10) from using our store in future, in an attempt to make up for the inconvenience caused, we are sending you a complimentary gift.

Yours sincerely,

Peter Brown (Manager).

Letter B

Dear Belinda,

I'm writing 1) for my son's 2) last week. 3) how upset you were and I thought I'd write to you to try and 4).....

5)..... when you called round, I didn't realize what had happened straight away, 6) when I got your letter, I promise you that he got 7)..... You can 8) he'll never speak to you like that again.

I hope 9)..... won't 10)..... coming round to our house again. I'd like to make up for my son's behavior by inviting you to dinner on Thursday so that he can have the chance to say how sorry he is himself.

Love,
Joanne.

 **Exercise 21. Write the following in the appropriate style using 120-180 words.**

1. You have promised your boss that you will work some extra hours next weekend. Due to a family problem, you will be unable to fulfil your promise. Write a letter of apology to your boss explaining your reasons and promising to make it up to him/her.
2. Your friend let you spend the weekend at his seaside cottage. While staying there you accidentally stained an expensive Persian rug. Write an email apologizing for the damage and offering to get it cleaned.

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MISSION 5. ON THE PHONE

► CONDITIONALS

Conditionals are structures used to talk about something that is pending on a given situation. There are different forms that involve past, present, and future.

Zero Conditional: General or scientific facts and definitions.

If + simple present, simple present

If you pour oil into water, it flows.

If you heat water at 100 degrees, it boils.

First Conditional: Real or likely situations in the present or future and their results in the present and future.

If + present tense, will + infinitive

If the weather is nice, we will go to the beach.

I will not go on a trip if I fail my exams.

! Notice: For instructions, the imperative can be used "if you decide to come to the party, call me!"

🔗 Exercise 1. Fill the gaps with the first conditional.

1. If I _____ (not/be) busy, I _____ (come) with you.
2. If it _____ (rain), we _____ (stay) at home.
3. I _____ (call) you if I _____ (have) time.
4. If she _____ (not/study) hard, she _____ (pass) the test.
5. If the weather _____ (be) nice, we _____ (go) to the beach.
6. You _____ (get) fat if you _____ (not/stop) eating so much.

Second Conditional: Unreal or unlikely situations in the present or future and their result in the present or future.

If + simple past or past continuous, would + infinitive

If I had a million Euro, I would travel the world.

I would sleep at night if I were you.

! Notice: the verb to be as a conditional form "was" is rare in English; the form 'were' is used instead. Ex: What would he do if he were rich?

 **Exercise 2. Rewrite the sentences. Use the second conditional.**

1. I do not have any money, so I will not catch the bus to go home.
2. Pigs do not have wings, so they do not fly.
3. His marks are not good because he does not work hard.
4. I am busy, so I will not come with you.
5. They do not know her, so they will not invite her to their party.
6. I will not call him because I do not have his phone number.

Third Conditional: Hypothetical conditions in the past that did not happen.

If + past perfect (simple or continuous), would + infinitive present perfect

If my father had known all about the school, he would never have sent us there to study.

If he had not gone to Paris, they would never have met.

 **Exercise 3. Rewrite the sentences. Use the third conditional.**

1. I did not say hello because I did not see her.
2. We did not go out to dinner because dad finished work late.
3. She was angry because you did not call her.
4. We did not hear about the accident because we did not watch the news.
5. You dropped the vase because you were not careful.
6. He did not pass the exam because he was nervous.

 **Exercise 4. Use the conditionals to complete the following sentences.**

1. If the teacher (speak) louder, we would understand more.
2. If Alicia (not drive) us to the airport, we will take a taxi.
3. Even if my parents had the money, they (not move) from their neighborhood.
4. If she had gone out with friends, she (leave) a note.
5. If Joe and Mike (come) over, we will play karaoke tonight.
6. If I (know) about the menu, I would have never gone to that restaurant.
7. If James (speak) English better, he would have more fun in London.

8. Would they mind if I (invite) another friend to join us?
9. If I (wake up) earlier, I would not have arrived so late.
10. Melanie (try) to leave work early if I come to town.

 **Exercise 5. Rephrase the following situations using a conditional sentence.**

1. I did not pass the exam, because I did not study.
.....
2. They want to go to Australia next holidays, but they do not have enough money.
.....
3. We need to hurry. We are going to miss the train.
.....
4. Mark did not go to the party so that he did not see Martha with her new boyfriend.
.....
5. I did not lock the car properly. A thief stole my sunglasses.
.....
6. You have to smoke less, and you will save more money.
.....

 **Exercise 6. Fill in the gaps using the correct conditional form.**

1. If you (be) late again for training today, I you play in tomorrow's match (play).
2. I all August in Thailand (spend) if I the time and the money. Maybe next year (have).
3. I angry (be) if you my chocolate mousse (eat).
4. If just one person my birthday (remember), I sad (be).
5. You sorry (be) if you for your exam (revise).
6. I that umbrella inside the house (open) if I you (be).
7. We (eat out) if there no food at home (be).
8. The holidays great (be) if the weather better (be).
9. I with him (go out) even if you me (pay).
10. If you me about the concert (tell) I (go).

□ **Other forms to express condition**

Form	Meaning	Example
Unless	If not / Except	We will enjoy the party unless it rains.
In case	Because they might...	We should take our umbrellas in case it rains.
As/so long as	Only if	As long as I can have a walk, I will be happy.
Provided (that)	If	Provided (that) you come, we will dine out.

 **Exercise 7. Choose the right form.**

1. This time next year I will be going to college **unless / as long as** I fail my entry exams.
2. You can go to the part **in case / as long as** you come home before 3 o'clock.
3. **Unless / provided (that)** you pass all the subjects, you cannot go on holiday in summer.
4. Do what you want **provided / in case** you are sure about your decision.
5. We should leave early in the morning **in case / as long as** there is heavy traffic to go after the holidays.

▶ **REPORTED SPEECH**

The purpose of the reported speech or indirect speech is to report what another person has previously said. The opposite of this is direct speech, which refers to the speaker's exact words. When reporting somebody else's words, the original words need to be changed in terms of tense, person, place, and time. The structure of reported speech varies depending on whether the speaker transforms a statement, question, or request.

In reported speech, it is usually necessary to change the tense if the introductory clause refers to a past action. This is called backshift. Example: He said, "I am happy." – He said that he was happy.

Direct Speech	Reported Speech
Simple Present	Simple Past
Present Progressive	Past Progressive
Simple Past	Past Perfect Simple
Present Perfect Simple	
Past Perfect Simple	
Past Progressive	Past Perfect Progressive
Present Perfect Progressive	
Past Perfect Progressive	
Future I (going to)	was / were going to
Future I (will)	Conditional I (would)
Conditional I (would)	

In the same way, it is also necessary to refer to the original place and time as a past thing in a different place. See some examples.

Direct Speech	Reported Speech
today	that day
now	then
yesterday	the day before
... days ago	...days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
here	there
this	that
these	those

When transforming questions, the narrator also changes pronouns, tense, and place and time expressions. In addition, they also need to transform the question into an indirect question, use the interrogative or if / whether.

 **Exercise 8. Change the following sentence into reported speech.**

1. The spokesman said: "I can't understand why billiards has been prohibited".
.....
2. Gihan exclaimed: "We have had too many prohibitions."
.....
3. The young lady said: "I did not make such a mistake."
.....
4. She said: "We'll go and get some food."
.....
5. Winston Churchill said: "I wake up at six every day."
.....
6. A company representative said: "This probably won't happen."
.....
7. A farmer said: "If the situation goes on like this, we will lose the consumers' confidence forever."
.....
8. She said: "I think the amount of immigrants right now is OK, but I don't think we need any more."
.....
9. He said: "In Japan paper-folding was valued for its decorative function."
.....
10. If I don't win this game, I will retire," Kasparov said.
.....

 **Exercise 9. Rewrite the sentences in reported speech.**

1. "We're playing tennis tomorrow", Mike said.
.....
2. "We've been to Paris three times", Rose responded.
.....
3. "Is John going to take his driving test tomorrow?", Mary asked Joe.
.....
4. "Please don't be late tomorrow Philip, or we'll miss our bus", Philip's mother claimed.
.....
5. "What is Samuel doing today?" said Fred to Pete.
.....

6. "Paul, go to the supermarket and buy some milk", his mother said.

.....

7. "We can buy phones with colored covers", she said.

.....

8. "Where did you go last month?", said Grant.

.....

9. "I've just been playing football", said John.

.....

10. "Don't forget that tomorrow is Susie's birthday", said Maggie.

.....

11. "How are you?", Martin asked us.

.....

12. He asked, "Do I have to do it?"

.....

13. "Where have you been?" the mother asked her daughter.

.....

14. "Which dress do you like best?" she asked her boyfriend.

.....

15. "Are you going to the cinema?" he asked me.

.....

► COMMUNICATING ON THE PHONE

Communicating on the phone is one of the most feared tasks for non-native speakers. Telephoning is difficult as the two parts cannot see the other face and movements. In addition, some people feel embarrassed to ask for repetition or clarification, and pressure for having to respond without delay.

All in all, telephone communication is one of the most important forms of communication within a company. Although today its use is being replaced by other forms of communication (such as email, or instant messaging), phone use is one of the most common means by which to materialize both internal and external communications. It is very important in business because it is the medium through which the first contact with, or from the company is made. So, before any personal contact, the usual thing is to make a phone call to arrange an interview or to specify any matter or topic. The interlocutor at the other end of the line will form an idea about the company depending on the impression after this first telephone contact.

Preparation is one of the things that can help you when making a phone call. Read information from the other company, write previous notes, establish your objectives, or practice

suitable starts and endings can be some useful techniques. In addition, training your listening skills is also necessary to fully understand the other part. Studying and learning related vocabulary and expressions is another strategy that may help communicate better on the telephone in a foreign language.

□ English Telephone Phrasal Verbs

To call back: to telephone someone (again) later. To ring back or to phone back are synonyms. Ex. "I am sorry, but this number is engaged. Would you like to call back later?"

To call up: to telephone someone. We can also say to ring up or to phone up. Ex. "I called up to cancel my gym membership".

To cut off: to lose a telephone connection. Ex. "Sorry, I ran out of credit, and we got cut off".

To get back to someone: to telephone someone later. Ex. "Sorry, I am in the meeting right now, can I get back to you in twenty minutes?"

To get through: to get a telephone connection with someone. Ex. "I can't get through to Dad, he doesn't answer his phone".

To hang up: end a telephone conversation (often abruptly). Ex. "I am not sure what happened, Jane just hung up in the middle of the conversation!"

To put someone through: to connect with someone on the phone. Ex. "Could you put me through to Mr. White, please, on extension 316?"

To hold on: wait (for a short time). Ex. "Please hold on, I'll put you through".

To pick up: to answer a phone call. Ex. "I tried calling her last night, but she didn't pick up".

To get off (the phone): to finish talking on the phone. Ex. "I should get off the phone, I have so much to do".

To switch/turn off: to disconnect using the power button. Ex. "You should switch off your laptop during take-off and landing".

To switch/turn on: to connect using the power button. Ex. "You shouldn't switch on your mobile phone after landing until you are in the terminal building".

To speak up: to speak louder. Ex. "I'm afraid I didn't hear you very well, the line is very bad. Could you speak up a little please?"

To break up: the line is quite bad, and you can't hear a person on a call clearly. "Ex. Sorry, you are breaking up, I didn't hear that very well".

To ring off: to finish a telephone conversation. Ex. "I have to ring off now, but I'll give you a call tomorrow".

To put down (the phone): to end a telephone conversation. Ex. "Put your phone down and do your homework!"

To pass on (a message): to convey a message to someone. Ex. "I'm sorry, John is not available. I'll pass the message on as soon as he comes back".

□ Telephone Expressions

Answering the phone.	<ul style="list-style-type: none"> - Company X, this is Mike. How may I help you? - Good morning/afternoon, Company X. How may I help you? - Purchasing department at Company X, Mike speaking. 	
Getting the name of the caller.	<ul style="list-style-type: none"> - May I have your name please? - Who am I speaking with? - May I ask who's calling? 	
Responding to a caller's request.	<ul style="list-style-type: none"> - Sure, let me check on that. - Let me see if she's available. - Sure, one moment please. 	
Asking someone to wait on the line.	<ul style="list-style-type: none"> - Can I put you on hold for a minute? - Do you mind holding while I check on that? - Could you please hold on? - Hold the line please, I will put you through. 	
Informing somebody is not available.	<p>Mr. Smith is not available right now.</p> <ul style="list-style-type: none"> - Mr. Smith can't take your call at this moment. - Mr. Smith can't come to the phone right now. - Mr. Smith is talking on the other line. 	
Taking a message.	<ul style="list-style-type: none"> - Would you like to leave a message? - Can I take a message? 	
Dealing with bad connections/wrong numbers.	<ul style="list-style-type: none"> - I'm sorry, I'm afraid we have a bad connection. Could you give me your number and I'll call you right back? - I think we have a bad connection. Could you speak a little louder, please? - I'm sorry, could you repeat that? - I'm sorry, you have the wrong number. 	
Ending the call.	<ul style="list-style-type: none"> - Is there anything else I can help you with? ...Okay, thanks for calling. Have a great day. - Is there anything else I can do for you? ...Okay, have a good day. 	
Asking for Repetition or Clarification.	<ul style="list-style-type: none"> - Excuse me? - Pardon? - What did you say? - Your name was...? - Did you say... ? - Can you repeat that? 	<ul style="list-style-type: none"> - What was that again? - Sorry, I didn't catch that. Could you speak up please? - Could you speak a little louder? - How do you spell your name? - Could you say that again please?

 **Exercise 10.** Fill in the gaps as if you were responding to a phone call. Your role is the secretary of a company who receives a phone call.

Caller: (phone ringing)

You:

Caller: Hi Good morning, may talk to Mr. Smith, please?

You:

Caller: My name is James Russell from Johnson Tiles in Exeter.

You:

(Mr. Smith is not available at the moment)

You:

Caller: Yes, please tell Mr. Smith to call me back. My phone number is 667-889-123.

You:

Caller: I need to speak to him in order to talk about a new business proposal.

You:

Caller: No, thank you. Have a nice day.

You:

 **Exercise 11.** Work in pairs, one is the secretary and the other is the client. Practice the previous conversation with.

Making Arrangements	<ul style="list-style-type: none">- Are you free next Tuesday afternoon?- Are you available next Tuesday afternoon?- What time would you like to meet? When would be convenient for you?- Could you please let me know when it's fine for you to meet?
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 **Exercise 12.** Design an agenda from Monday to Friday with your real appointments. Role-play a phone conversation in which you and your partner try to make an arrangement for a 1-hour business meeting based on your availability. You will have one minute to agree on a specific time this week. Talk to each person, and then you will get a new partner. The class will be divided into two halves: the callers and the receivers. The goal of this task is to try to make arrangements with as many people as possible.

► EXPLAINING RESULTS

Explaining results is necessary among engineers, who are usually in contact with research, data, and figures that need to be described. In this sense, speakers need to describe the data shown in graphics or tables. In the same way, the use of conditionals is useful as they help to introduce actions and their possible consequences.

Actions related to increase:

- Verbs: To increase (v) / an increase (n), to rise, to go up to / by..., to grow steadily, to climb, to rocket, to skyrocket, to boom, to peak.
- Adjectives that usually accompany the word increase: dramatic, huge, marked, massive, sharp, significant, substantial.
- Adverbs that usually accompany the word increase: dramatically, substantially, steadily, moderately, slightly, sharply, considerably, little by little, gradually, suddenly, significantly, step by step gently, drastically, noticeably, and steeply.
- Other verbs usually connected to increase: achieve, cause, produce, receive, report, represent, and show.

Actions related to decrease:

- Verbs: to decrease, to fall, to go down, to decline, to drop, to plunge, to plummet, to dwindle.

To describe the speed of change, we can use the adjectives: rapid, steady, slow, quick, gradual, swift, or sudden. In addition, these adjectives can be transformed into adverbs just by adding the suffix *-ly*.

At last, if there is no change, the following expressions can be used:

- remained the same.
- remained constant.
- stabilized.
- levelled off.

Exercise 13. Match actions with consequences.

Action	Consequences
If your products are successful in the national market,	we could invest more.
If the company increases productivity,	the results would have been better with us.
If we hire more people,	they wouldn't have cancelled the order.

Action

Consequences

If we had millions of dollars,

we will try to introduce them into other international markets.

If we always had a well-thought-out Plan B,

more employees will be necessary.

If we had fewer meetings,

we could have bid for the contract.

If we had informed the client of the delay in time,

perhaps, our employees would take them more seriously.

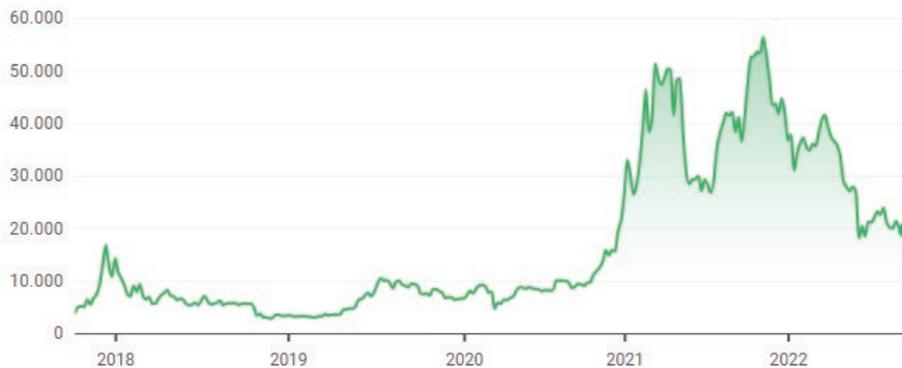
If we hadn't taken so long planning,

we could avoid some unnecessary problems.

If he had observed other company's situation,

we'll need more space.

 **Exercise 14.** Explain the following graphic using the vocabulary and expressions shown in this lesson. It shows the evolution of Bitcoin since 2018.



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► NARRATIVES

A narrative text is any story or narration that tells a certain anecdote, which involve a succession of actions in a limited period. The function of narrative text can be related to literature or communicative purposes. In addition, it consists of characters (protagonists, antagonists, primary, secondary, etc.) that interact with each other through dialogues and actions, and the story has a narrator, which is the voice that tells the story from a specific point of view and using specific language. This type of writing can be found in novels, articles, and witness statements, among others.

Structure
<p>Introduction Paragraph 1: Set the Scene (Who, Where, When, What).</p>
<p>Main Body Paragraphs 2-4: Development (Describe the incidents leading up to the main event and the event itself in detail).</p>
<p>Conclusion <i>Final Paragraph</i>: End the Story (Refer to moods, consequences, People's reaction, feelings, comments).</p>

□ Tips to Consider

- Decide your plot before start writing.
- The sequence of events is very important. Use time words such as: at first, before, until, while, during, then, after, finally, etc.
- Use various adjectives (disgusting, exhilarating...) and adverbs (fearlessly, surprisingly) to describe feelings and actions, as well as use of direct speech, as variety of verbs will make your story more exciting to read.
- Most stories are related to the past time. Use the past continuous to set the scene (e.g., it was raining hard, and the wind was blowing as Jonathan drove towards the small cottage), the past simple to describe the main events of the story, or past perfect to give the background of the story (e.g. Jonathan had been planning to visit the old cottage for months before he was able to do so).
- Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasize specific parts of your narration. Use linking words or phrases to join the ideas and make your story flow.
- Use direct speech.
- Create mystery and suspense.
- Use rich vocabulary.

- ADJECTIVES: Delightful, enormous, entire, horrible, massive, superb, terrific, horrifying, gigantic, huge, tiny, nasty, disgusting, terrible, wonderful, unpleasant, fabulous.
- ADVERBS: Sarcastically, angrily, threateningly, frantically, hurriedly, miserably, confidently, suddenly, urgently, nervously, patiently, calmly.

Example:

Introduction	<p>“Sleep tight, Scottie,” his mother said as she kissed him good night and turned off the light. As soon as she had closed the door behind her, Scott was fast asleep. He was completely exhausted after spending the whole afternoon assembling his new train set and then watching it go around the tracks and through the tunnels. Suddenly, a ball of brilliant yellow light shot past the window. Scott woke with a start when the ball entered his room. The light was so bright that he had to shut his eyes.</p>
Body Paragraph 1	<p>When he opened them, he saw a strange, little man, about a foot tall, with orange skin and huge blue eyes. Scott, not the least bit frightened, said in a friendly voice, “Hello, I’m Scott. Who are you?” The miniature man said nothing, but picked up a battery from the untidy heap of toys on the floor. He started running around the room, pointing urgently at the rest of Scott’s toys. “What do you want?” asked Scott, who was puzzled.</p>
Body Paragraph 2	<p>The man began shaking the battery frantically, and Scott realized that that was what he wanted. Scott opened all his toys, took out the batteries and piled them on the floor. Immediately gathering up all the batteries, the little man leapt onto the windowsill, smiled warmly at Scott and disappeared.</p>
Conclusion	<p>When Scott woke up the next morning, he thought about his unusual dream. He stared at his train set before jumping out of bed and trying to switch it on. Nothing happened. Then Scott realized that it had no batteries... and there were no batteries in any of his other toys, either.”</p>

 **Exercise 15.** Write a narrative on any of the possible topics (using between 150 and 180 words).

1. Write a story ending with the words: “I suddenly realized they had mistaken me for someone else”.
2. Write a story starting with the words: “I was in my room when I suddenly saw a strange flash in the sky through my window”.

MISSION 6. THE ENGINEERING BUSINESS

► PASSIVE VOICE

The passive voice is a grammatical expression used to emphasize the person or object that experiences an action rather than the person or object that performs the action. The passive voice is made with the verb 'to be' into any tense and then adding the past participle. For example, the past participle of the verbs 'to make' or 'to play' are 'made' and 'played' respectively.

Affirmative Statements
Subject + Verb to Be + Past Participle + Objects + Complements. My money has been deposited in the bank.
Negative Statements
Subject + Verb to Be + not + Lexical Verb + Objects + Complements. The order was not delivered on time.
Questions
Verb to Be + Subject + Lexical Verb + Objects + Complements + ? Was the order delivered on time?

In some sentences, there are two objects (direct and indirect), and so two different passive sentences too. For example, in 'He gave me the book' (Active). It is possible to emphasize the direct object 'book' or the indirect object 'me':

- I was given the book.
- The book was given to me.

Passive sentences do not focus on the 'doer' of the action; however, this information can be relevant in some cases. To this purpose, the preposition by (for people and objects) and with (for objects) are used to inform about the doer of an action in passive sentences.

□ Uses of the Passive Voice in English

USE 1 When we don't know who or what did something.	<i>My wallet has been stolen.</i>
USE 2 When the action is more important than who did it.	<i>Privacy reform laws were introduced into Parliament.</i>

USE 3 When it is obvious who or what did something.	<i>The robber has been arrested.</i>
The passive voice is normally used in formal, academic, or scientific writing.	
Passive form is not possible with intransitive verbs and not very typical with stative verbs (to belong, to believe, to want, to have...: <i>I have a car / * I car has had by me (wrong).</i>	

 **Exercise 1. Active or Passive Voice: Choose the correct form.**

1. The president **was** / **has** criticized for his unpopular decisions.
2. The teacher **was** / **has** told the students not to take any books for the trip.
3. Somebody **was** / **has** stolen my car.
4. Hamlet **was** / **has** written by Shakespeare.
5. The project should **be** / **have** completed by Thursday evening.
6. I'm living at my parents' house this week as my house **is being painted** / **has been painting**.
7. Mark **has** / **was** left his backpack at the office.
8. When we got to the airport, we found out our flight **was** / **has been** cancelled.
9. The telephone **was** / **has** invented by Alexander G. Bell.
10. The Godfather **was** / **has** awarded three Academy Awards 40 years ago.

 **Exercise 2. Complete the sentences (Active or Passive Voice) using Simple Present.**

1. He (sell) cars.
2. The blue car (sell)
3. In summer, more ice-cream (eat) than in winter.
4. She (call) her grandparents every Friday.
5. The letters (type)
6. He (take) his medicine every day.
7. Jane (take / not) to school by her father.
8. We (go) to school by bus.
9. She (work / not) for a bank.
10. Milk (keep) in the refrigerator.

 **Exercise 3.** Put the sentences in the passive voice. In some cases, there is more than one possible answer.

1. Somebody broke into their van last week.

.....

2. The old lady told us a story.

.....

3. They will meet Timmy at the airport.

.....

4. Nina has not sent me a birthday gift.

.....

5. They don't speak French in this country.

.....

6. Tracy made a decision.

.....

7. Somebody built a new cabin on the lake.

.....

8. She gave Ryan a new car.

.....

9. Terri will look after our dog.

.....

10. Their waiter brought us some wonderful soup.

.....

RAW AND PROCESSED MATERIALS

Materials can be raw or processed. On the one hand, raw materials are materials or substances used in the primary production or manufacturing of goods, which have not been previously modified. On the contrary, processed materials have been modified from natural materials.

Exercise 4. Match the following words with their corresponding objects.

Aluminum, clay, coal, cotton, concrete, copper, gasoline, glass, iron, gold, marble, natural gas, silver, steel, stainless steel, oil, plastic, rubber, wood.

			
.....
			
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.....
			
.....
			
.....	

 **Exercise 5. Gap Filling.** Read the following sentences and write the name of the materials.

Definition	Key
A hard, strong grey or a bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material.	
A black rock combustible from plant matter, mainly found in underground seams and used as fuel.	
A precious yellowish metal.	
A stiff, sticky fine-grained earth that can be molded when wet, and is dried and baked to make bricks, pottery, and ceramics.	
a tough elastic polymeric substance made from the latex of a tropical plant or synthetically.	
a red-brown metal.	
a building material made from a mixture of broken stone or gravel, sand, cement, and water, which can be spread or poured into molds and forms a mass resembling stone on hardening.	
a strong, hard magnetic silvery-grey metal, the chemical element of atomic number 26, much used as a material for construction and manufacturing, especially in the form of steel.	

 **READING FORMULAS**

 **How to read ordinal and Cardinal Numbers**

A Cardinal Number is a number that says how many of something there are, such as one, two, three, four, five. An Ordinal Number is a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc. Most ordinal numbers end in “th” except for one, two, and three (first: 1st; second: 2nd, third: 3rd).

Zero /nought	0		
One	1	First	1st
Two	2	Second	2nd
Three	3	Third	3rd

Four	4	Fourth	4th
Five	5	Fifth	5th
Six	6	Sixth	6th
Seven	7	Seventh	7th
Eight	8	Eighth	8th
Nine	9	Ninth	9th
Ten	10	Tenth	10th
Eleven	11	Eleventh	11th
Twelve	12	Twelfth	12th
Thirteen	13	Thirteenth	13th
Fourteen	14	Fourteenth	14th
Fifteen	15	Fifteenth	15th
Sixteen	16	Sixteenth	16th
Seventeen	17	Seventeenth	17th
Eighteen	18	Eighteenth	18th
Nineteen	19	Nineteenth	19th
Twenty	20	Twentieth	20th
Twenty-one	21	Twenty-first	21st
Twenty-two	22	Twenty-second	22nd
Twenty-three	23	Twenty-third	23rd
Twenty-four	24	Twenty-fourth	24th
Twenty-five	25	Twenty-fifth	25th
Twenty-six	26	Twenty-sixth	26th
Twenty-seven	27	Twenty-seventh	27th
Twenty-eight	28	Twenty-eighth	28th
Twenty-nine	29	Twenty-ninth	29th
Thirty	30	Thirtieth	30th
Thirty-one	31	Thirty-first	31st
Forty	40	Fortieth	40th
Fifty	50	Fiftieth	50th
Sixty	60	Sixtieth	60th
Seventy	70	Seventieth	70th
Eighty	80	Eightieth	80th

Ninety	90	Ninetieth	90th
One hundred	100	One hundredth	100th
One hundred and one	101	One hundred and first	101st
One thousand	1,000	One thousandth	1,000th
One thousand and one	1,001	One thousand and first	1,001st
One thousand five hundred and forty	1,540	One thousand five hundred and fortieth	1,540th
One million	1,000,000	One millionth	1,000,000th

 **Exercise 6.** Write the numbers that they represent.

Text	Key	Text	Key
Zero /nought			
One		First	
Two		Second	
Three		Third	
Four		Fourth	
Five		Fifth	
Six		Sixth	
Seven		Seventh	
Eight		Eighth	
Nine		Ninth	
Ten		Tenth	
Eleven		Eleventh	
Twelve		Twelfth	
Thirteen		Thirteenth	
Fourteen		Fourteenth	
Fifteen		Fifteenth	
Sixteen		Sixteenth	
Seventeen		Seventeenth	
Eighteen		Eighteenth	
Nineteen		Nineteenth	
Twenty		Twentieth	

 **Exercise 7.** Write the ordinal numbers and words that they represent.

#	Key	#	Key
Five		Seventy-four	
Thirteen		Ninety-two	
Ten		Three hundred and seventy-two	
Twenty-six		Seven hundred and fifty-five	
Twenty		Two hundred and twenty	
Twelve		Three hundred and sixty-four	
Seventy-six		Four thousand and eleven	
Fifty-two			

#	Key
4	
11	
18	
25	
39	
44	
57	
63	
88	
179	
433	
586	
971	
2,623	
3,052	

 **Exercise 8.** Write the cardinal numbers and words that they represent.

#	Keys	#	Keys
Third		Ninety-first	
Sixth		Thirty-seventh	
Thirteenth		Seven hundred and fifty-ninth	
Twentieth		Two hundred and twentieth	
Twenty-sixth		Three hundred and sixty-fourth	
Ninety-second		Four thousand and eleventh	
Fifty-third		One thousand and two hundred and sixty-eighth	
Seventy-fourth			

#	Keys
1st	
2nd	
15th	
31st	
47th	
83rd	
100th	
200th	
69th	
321st	
456th	
777th	
1,031st	
2,222nd	
7,538th	

□ How to read numbers with decimals

Decimal numbers are used in situations in which we look for precision beyond whole numbers. Decimal numbers are read with each figure separately. We use a full stop (called “point”), not a comma, before the decimal places. You can also read the full number after the decimal point and then say the word for the last place value.

Examples:

2.34 → two point three four or two point thirty-four.

3.375 → three point three seven five or three point three hundred and seventy-five.

0.75 → (nought or zero) point seven five or seventy-five.

Exercise 9. Write the following numbers with decimals.

0.0089	
0.054	
0.54	
0.77	
5.7254	
34.76	
453.897	
5,542.678	
8,275.4	
21.456	
700,560.2	
120,000.321	

□ Math Symbols

+	Add / Plus	()	Brackets / Parentheses
-	Minus / Subtract	[]	Squared Brackets
X	Times / Multiply	{ }	Braces
÷	Divide	∞	Infinite
=	Equal	≠	Not Equal

<	less than	\approx	is approximately equal to
>	greater than	%	percent
$\frac{1}{4}$	Fractions (one fourth)	9^2	Squared
$\sqrt{\quad}$	Square root	9^3	Cubed
90°	degrees	1.666	Point (Decimals)
f	function	π	Pi (3.14)

+		Addition	
<i>Plus / Add</i>			
1	+	2	= 3
		One plus two equals three	
2	+	2	= 4
		Two plus two is four	
1	+	5	= 6
		One and five equals seven	
5+5	=	10	
		Five add five is ten	

-		Subtraction	
<i>Minus / Subtract / Take Away</i>			
5	-	4	= 1
		Five minus four equals one	
6	-	2	= 4
		Six minus two is four	
20	-	5	= 15
		Twenty subtract five is fifteen	
8	-	3	= 5
		Eight take away three is five	

x		Multiplication	
<i>Times / Multiply</i>			
4	x	3	= 12
		Four times three equals twelve	
3	x	3	= 9
		Three times three is nine	
5	x	8	= 40
		Five multiplied by eight is forty	
5	x	5	= 25
		Multiply five by five equals twenty-five	

÷		Division	
<i>Divide</i>			
8	÷	2	= 4
		Eight divided by two equals four	
10	÷	2	= 5
		Divide ten by two equals five	
20	÷	2	= 10
		Twenty divided by two is ten	

 **Exercise 10. Gap Filling.** Write the formulas in the gaps, using either numbers or words when necessary.

	Key		Key
Five plus three		equals	
Ten plus twelve		equals	
Five minus three		equals	
Seven minus two		equals	
Three multiplied by six		equals	
Five multiplied by seven		equals	
Ten divided by two		equals	
Forty divided by four		equals	
$3 + 6$		equals	
$53 + 21$		equals	
$23 - 7$		equals	
$51 - 5$		equals	
14×5		equals	
13×3		equals	
$36 \div 6$		equals	
$81 \div 9$		equals	

Fractions

When we read a fraction, we read the top number first (the numerator - how many) then the bottom number (the denominator - what type).

- There are special words for some fractions:

$1/2$ = one half.

$1/4$ = quarter.

$3/4$ = three quarters.

$1/3$ = one third.

- For the rest, we put -ths at the end of the number:

$5/6$ = five sixths.

$2/17$ = two seventeenths.

Example 1: $1/7$ = one sevenths.

Example 2: three fifteenths = $3/15$.

 **Exercise 11.** Write the following fractions in both letter and numbers.

	Key		Key
One half		3/4	
Two quarters		1/3	
Two thirds		5/7	
Four fifths		9/10	
Five eights		13/21	
Nine elevenths		36/40	
Thirty-five sixty-nineths		75/100	
Seventy-five one-hundreds		2/132	

 **Exponentiation**

An exponent refers to the number of times a number is multiplied by itself. For example, 2 to the 3rd (written like this: 2^3) means: $2 \times 2 \times 2 = 8$.

- Two and three are called squared and cubed.

$$5^2 = \text{«5 to the power 2» or «5 to the second power», or «5 squared.»}$$

$$8^3 = \text{«8 to the power 3» or «8 to the third power», or «8 cubed.»}$$

- Four or beyond are referred in the following way:

$$6^4 = \text{«6 to the fourth power» or «6 to the power 4» or simply «6 to the 4th»}$$

$$9^{10} = \text{«9 to the tenth power» or «9 to the power 10» or simply «9 to the 10th»}$$

- Exponentiation can also be negative:

$$3^{-2} = \text{“3 negative squared” «3 to the minus/negative second power», «3 to the power minus/negative 2» or «6 to the minus/negative 2th.”}$$

$$4^{-3} = \text{“4 negative cubed”, «4 to the minus/negative third power», «4 to the minus/negative power 3» or «4 to the minus/negative 3rd.”}$$

$$5^{-4} = \text{“5 to the minus/negative fourth power» or «5 to the minus/negative power 4» or «5 to the minus/negative 4th.”}$$

 **Exercise 12.** Read the following numbers.

	Keys		Keys
Nine Squared		62^2	
Seven Cubed		5^3	
Eight to the fifth power		12^9	
Six to the eighty-eight power		21^{65}	
Three to the negative fifth power		8^{-4}	

 **Exercise 13.** Solve the following problem and read them aloud.

Price = $\sqrt{(6 - 2)^2 + (6 - 3)^2}$	
Price ² = $(7^2 - 6^2) + (92 / 4)$	
Price = $\sqrt{(\pi \times 4^2) - [(1,116/9) / 10^2]}$	
Price ² = $[3^4 - (8^2 + 1)]$	

 **Exercise 14. Problem-Solving.** Solve the following formulas. The result is the average price per unit among different products; thus, the lowest result will be the most convenient supplier.

Blue Tiger	Price = $\sqrt{(6 - 2)^2 + (6 - 3)^2}$	
Purple Elephant	Price ² = $(7^2 - 6^2) + (92 / 4)$	
Green Wolf	Price = $\sqrt{(\pi \times 4^2) - [(1,116/9) / (10^2)]}$	
Orange Whale	Price ² = $[3^4 - (8^2 + 1)]$	

 **Exercise 15. Test – Multiple Choice (A, B, C, D).** If you want to get promoted and get the permanent contract, you must answer the following questions and obtain a score of at least 70%.

- What is the symbol of the square root?
 - 9^2
 - $\sqrt{\quad}$
 - 9^3
 - f
- What is the equivalent of π ?
 - 3.12
 - 3.13
 - 3.14
 - 3.15

3. Complete the sentence: Eight to the fifth

 - a. squared
 - b. cubed
 - c. potent
 - d. power

4. What is the following: $4/5$?

 - a. two numbers
 - b. a fraction
 - c. a division
 - d. both b and c are correct

5. A hard, strong grey or bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material.

 - a. steel
 - b. gold
 - c. silver
 - d. aluminum

6. How is this read: 0.0089?

 - a. Zero point zero and zero and eighty-nine.
 - b. Zero point zero and eighty-nine.
 - c. Zero comma zero and zero and eighty-nine.
 - d. Zero comma zero and eighty-nine.

7. How is this read: $13/21$?

 - a. Twenty-ones
 - b. Thirteen twenty-one
 - c. Thirteen twenty-firsts
 - d. Thirteen twenty-first

8. How is this written: 200th?

 - a. Two hundred
 - b. Two hundredth
 - c. Two hundredths
 - d. Two and hundredths

► BUSINESS CORRESPONDENCE

□ Placing an order

Orders are one of the most important documents that firms should deal with. They are usually written on a company's official order form, and they are accompanied by a covering letter/email. Both documents should have a date and a reference number, which must be quoted in any correspondence related to the order. They are necessary in order to avoid any kind of legal problems between companies when things do not work out as expected. Additionally, and thanks to the new technologies that have been implemented in the business world in recent years, most of these letters are often sent by electronic mail, and the order forms are also enclosed as attached documents.

To start with, the letter could be divided into the following parts:

1. An opening paragraph in which we should indicate that there is an official order form.
2. A second paragraph explaining the discounts and type of payment that should be applied to the order being placed.

3. A third paragraph explaining the method of delivery that should be used in order to dispatch the goods.
4. A final paragraph, closing the letter politely.

We can obviously include special comments regarding deadlines or similar specifications, which would always be helpful when dealing with international companies. If you decide to include such specifications, do it just before the closing paragraph. Therefore, the order form should always include the following items:

- I. Sender's name and address.
- II. Receiver's name and address.
- III. Order number.
- IV. Signature.
- V. Date.
- VI. Quantity of products required.
- VII. Item description.
- VIII. Catalogue numbers.
- IX. Price.
- X. Comments.

There are some expressions that tend to be used when writing order letters. This is a brief list of some of those expressions:

Explaining that there is an order form within the envelope.

Please find enclosed our order No. ___for ...

Enclosed you will find our official order No. ___for ...

Confirming terms of payment.

We would like to confirm that payment is to be made by...

Payments, as agreed, would be made by...

Sending documents to the bank.

The documents should be sent to our bank at...

Could you please send all the relevant documents to...

Confirming discounts.

We would like to thank you for the___% trade discount.

The ...% discount is fairly/quite/rather satisfactory to us...

We agree on the ...% discount you offered.

Confirming delivery deadlines.

We would like to remind you that goods should reach us by...

Goods should be delivered by...

We need the shipment to reach us by...

It is essential that the goods are delivered before...

Delivery before___is a firm condition of this order.

Choosing methods of delivery.

Remember that the goods should be sent by air/sea/plane.

Could you please send the goods by scheduled freighter?

We advise delivery by air/sea/plane.

Closing.

We hope that this will be the first of many orders we place with you.

I look forward to receiving your /advice /shipment /acknowledgement /confirmation.

□ **Replying to an order letter**

Those companies receiving an order form from a prospective buyer have to respond by acknowledging an order as well as specifying shipping advice:

Confirmation (Acknowledging an order).

It tells the customer that the order has been received and everything is being prepared. The writer simply confirms the order and offers information about further dispatch. The selling company should not write any complicated document, as the only purpose of this kind of letter is to let the buyer know that all the products are in stock, confirming their availability. For instance, *'Thank you for your order___which we received today. We are now dealing with it and you may expect delivery within the next three weeks'*.

Shipping Advice (advice of dispatch).

It should state the means of transportation to be used, the name of the vessel if it is sent by sea, the expected date of arrival, and the necessary steps to be followed in order to settle payments. Once again, no more information than that strictly needed should be included in the letter. For example, *'Your order No. D/154/T is already on board the SS Mitsu Maru, sailing from Kobe on 16 May and arriving Tilbury, London, on 11 June. The shipping documents have been forwarded to your bank in London for collection'*.

Points to remember.

1. Not only use an official order form when placing an order, but also specify and confirm terms of payment, discounts, delivery and packing.
2. Orders should be acknowledged as soon as they are received.
3. If there is a problem with delivery, tell your customer immediately what you intend to do to correct it. Apologize for the inconvenience.

 **Activity 16.** Place the correct word or phrase in each blank: grateful, goods, by air, documents, before, order form, in stock, complete.

1. Please confirm that you can the order before the end of November, as we need the in time for the Christmas rush.
2. Could you please send the products, in order to avoid any delay? If you could do so, we would be very
3. As agreed, you will send the to our bank.
4. Enclosed you will find our official, in which we ask for 700 sweaters, in assorted colors and sizes. Please let us know if you have all the items We need them 15 September.

 **Activity 17.** Fill in the gaps the following order letter.

19 March 2023

Dear Mr. Smith,

Your letter of 15 March convinced me to (1) at least a trial order for some of your toys. Enclosed you will find our official (2) No. HP 4589 for assorted toys.

We have decided to accept the 10% trade (3) that you offered, as well as the terms of (4) that you suggested (documents against payment), but we would like these terms reviewed in the near future. We will send the shipping (5) and sight draft to NatWest Bank.

We would appreciate delivery (6) the next three weeks, as we need the items for Christmas. Please send them perfectly wrapped in water-proof paper, and then packed in wooden or iron crates.

We look (7) to receiving your confirmation.

Yours (8)

Signature: Mike Smith.

Chief Buyer.

Enc: (9)

KEYS

MISSION 1

 Exercise 1

1. I **go** (go) shopping with my brother.
2. We sometimes **use** (use) a dictionary in class.
3. My friends **study** (study) Italian at their school.
4. School **finishes** (finish) at three o'clock.
5. He **likes** (like) rap music.
6. She **does** (do) her homework before dinner.

 Exercise 2

1. I **don't study** French.
2. School **doesn't finish** at two o'clock.
3. She **doesn't copy** from other students.
4. We **don't think** English is easy.
5. My friend **doesn't play** volleyball.

 Exercise 3

1. **Does he live** at school?
2. **Do the students eat** in the canteen?
3. **Does my brother go** to school on Saturdays?
4. **Do you live** near your friends?
5. **Does school finish** at three o'clock?

 Exercise 6

1. I **always** visit my grandparents on Sunday afternoons.
2. She **often** watches TV on weekends.
3. I am **never** busy on Monday mornings.
4. They **usually** go to the club on Saturdays.
5. I **sometimes** go to work by car.
6. He **always** plays football on Sundays.
7. I'm **sometimes** late for work.
8. Have you **ever** been to London?

 Exercise 8

1. That dress **looks / is looking** nice on you.
2. Paul **listens / is listening** to a new record in his room.
3. If you **don't look / aren't looking** at that comic book, I'd like to see it.
4. Joan **weighs / is weighing** 50 kilos.
5. Mary **is / is being** very naughty.
6. Anna is Italian. She **is coming / comes** from Italy.
7. I **don't know / am not knowing** where she keeps the keys.

8. Why **are you feeling / do you feel** your pockets? Have you lost anything?
9. I'm **sleeping / sleep** on Nikó's sofa until I find a place on my own.
10. His only bad habit is that he **talks / is talking** too loudly.
11. RECIPE: You **make / are making** goulash using meat, vegetables and paprika.
12. I'm thinking of doing a postgraduate degree – what **do you think / are you thinking?** Is it a good idea?

 Exercise 9

1. Andrea **lives is living** with us until the workers complete the refurbishment.
2. These days John **is always getting** late at work. ✓
3. I'm **not having** don't have enough money for a long holiday this year.
4. Everyone **needs someone who can listen to them when necessary.** ✓
5. I'm **liking like** a fantastic dinner tonight.
6. I must gain weight - I'm **only weighing weigh** 40 pounds.
7. Chris and Olga **are going go** to the football stadium twice a month.
8. What **are you doing at work these days?** ✓

 Exercise 10

1. **knows.**
2. **are you wearing.**
3. **smells.**
4. **doesn't fit.**
5. **are you thinking.**
6. **do you see / are looking.**
7. **are you doing.**
8. **prefer.**

 Exercise 12

1. Catherine **moved** to a different house.
2. They **taught** English.
3. He **didn't do** the necessary work.
4. She **sold** diamonds.
5. **Did he travel** to China?

 Exercise 13

Last night I was walking home next to the river Thames, when something strange **happened** (happen) to me. It **was** (be) late at night and I **felt** (feel) tired after a long and difficult day at work. There **was** (be) a large full moon in the sky and everything **was** (be) quiet. I **felt** (feel) tired and lonely and I'd just had a few pints of beer in my local pub, so I **decided** (decide) to stop by the riverside and look at the moon for a while. I **sat** (sit) on some steps very close to the water's edge and **looked** (look) up at the big yellow **moon** and **wondered** (wonder) if it really was made of cheese. I **felt** (feel) very tired so I **closed** (close) my eyes and after a few minutes, I **fell** (fall) asleep.

 **Exercise 15**

1. I **studied** (study) English last night.
2. I **bought** (buy) a present for my husband but I **think** (think) he **didn't like** (not like) it.
3. I **had** (have) long hair when I **was** (be) a little child, but now my hair **is** (be) very short.
4. Janet **wrote** (write) a letter to George last night.
5. Ellie **brushes** (brush) her teeth twice a day.
6. I **took** (take) too much alcohol yesterday evening, so I **have** (have) a terrible headache now.
7. Alex **could** (can) play the piano when she was 12; now she **can** (can) play both the piano and the violin.
8. Mary and Jane **go** (go) on holiday every year, last year they **visited** (visit) India.

 **Exercise 16**

1. The flight attendant **welcomed** (welcome) the passengers and **asked** (ask) them to buckle their seatbelts.
2. The TV **broke** (break) during the game so we **had** (have) to listen to the end on the radio.
3. The children **were swimming** (swim) while the parents **were talking** (talk) by the poolside.
4. The doctor **came** (come) in, **looked** (look) at the wound and **told** (tell) us it wasn't serious.
5. While one team **was preparing** (prepare) for the final match, the other team **was participating** (participate) in interviews.
6. While we **were sitting** (sit) on the bench the dogs **were running** (run) about.
7. Patrick **turned** (turn) off the music and **began** (begin) to study.
8. Mike **was watching** (watch) TV when his parents **arrived** (arrive).

 **Exercise 17**

1. When Sam **went** (go) to Greece, he **visited** (visit) the most beautiful beaches.
2. When he **was driving** (drive) home, he **saw** (see) an amazing sunset.
3. I **didn't hear** (not /hear) what they **were fighting** (fight) about at the party last night.
4. When she **was washing** (wash) her car, she **discovered** (discover) the scratch.
5. While the boy **was playing** (play), his mother **was talking** (talk) on the phone.
6. He **drunk** (drink) some beer and then he **ate** (eat) a few chips.
7. We **were sleeping** (sleep) when we suddenly **heard** (hear) a loud noise.
8. When my neighbor **was baking** (bake) a cake she **burned** (burn) her hand.
9. She **got** (get) in the car, **put** (put) her key in the ignition, and **started** (start) the engine.
10. When it **began** (begin) to rain, we **ran** (run) inside.
11. When I **was doing** (do) the washing-up, I **broke** (break) a plate.
12. I **was having** (have) dinner when I suddenly **heard** (hear) a loud bang.
13. When my father **was working** (work) in the garden, an old friend **passed** (pass) by to see him.
14. She **went** (go) to school, **took** (take) out her textbook and (begin) to learn.
15. When it **started** (start) to rain, our dog **wanted** (want) to come inside.
16. When Jane **was doing** (do) a language course in Ireland, she **visited** (visit) Blarney Castle.
17. When I **was** (be) on my way home, I **saw** (see) an accident.
18. I **didn't understand** (not / understand) what they **were talking** (talk) about.

 **Exercise 18**

1. If you want to go **by** bus, you have to go **to** the bus stop.
2. You look **at** the timetable.
3. Then you wait **for** your bus.
4. When the bus arrives, you get **on** the bus.
5. You buy a ticket **from** the driver or show your ticket **to** the driver.
6. When you arrive **at** your destination, you get **off** the bus.
7. Sometimes you even have to change buses **at** another bus stop.
8. **In** the painting, you can see a little girl.
9. I got these photos **from** my friend Jane.
10. These photos were taken by her boyfriend.
11. **In** these pictures you can see a giraffe.
12. So, these are pictures **of** a giraffe.

 **Exercise 19**

1. The first McDonald's restaurant was opened **by** Dick and Mac McDonald **on** the 15th of May 1940.
2. The best-selling products **at** their restaurant were hamburgers.
3. So, the McDonald brothers thought **in** a way to produce hamburgers more quickly.
4. This was introduced **in** 1948 and became known **as** the Speeded Service System.
5. The first franchised McDonald's restaurant was opened **in** 1953, and today you can find McDonald's restaurants **in** more than 100 countries.
6. The meats **for** the burgers vary **with** the culture **of** the country.
7. Franchisees and future managers **of** McDonald's restaurants are trained **at** Hamburger University, which is located **in** Oak Brook, a suburb **of** Chicago.
8. McDonalds is also known **for** its sponsorship **in** various international sport events.

 **Exercise 20**

1. George Washington was born **in** Virginia **in** 1732.
2. **In** the American Revolutionary War (**between** 1775 and 1783) he was the Commander-in-Chief **of** the American forces.
3. Washington played an important role **in** the founding **of** the US.
4. He became the first President **of** the United States.
5. He was President **from** 1789 **to** 1797.
6. George Washington died **at** the age **of** 67, **on** the 14th **of** December 1799.
7. The capital **of** the United States and one federal state are named **after** George Washington.

 **Exercise 21**

1. Tina is a very **persuasive** person. She can convince you to do almost anything she wants.
2. Sarah can be **tactless** on occasion. She often says things that offend people.
3. Jim is very **frank**; he always says exactly what he is thinking.
4. Stephanie is one of the most **honest** people I know; she would never consider doing anything illegal.

5. My little sister is very **fussy** about what she eats; there are very few foods she likes.
6. Anna is a very **reserved** person who hardly ever lets her feelings show.
7. Mark is extremely **trustworthy** when it comes to keeping secrets, he will never tell a soul.
8. Annabel is an **outgoing** person who loves meeting people and making new friends.

 **Exercise 22**

1. a new black car.
2. an interesting old book.
3. delicious French food.
4. an old silly cat.
5. a big red American truck.
6. beautiful red shoes.
7. a tall Japanese girl.
8. a chocolate delicious round cake.
9. some big great oranges.
10. a new electronic guitar.

 **Exercise 23**

1. an American rich old lady.
2. a brown wooden soup spoon.
3. an expensive pink summer dress.
4. a(n) boring old science book.
5. a pretty Chinese silk scarf.

 **Exercise 27**

These days, many applicants submit their **Curriculum vitae (CV)/resume** speculatively to companies they would like to work for. In other words, they do not apply for an advertised job, but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a(n) **Application form** and write a (n) **Covering letter**. The employer will then invite the best candidates to attend a(n) **Interview**. Sometimes candidates will take a(n) **Psychometric test** before the interview to assess their mental ability and reasoning skills. These days, it is normal for successful candidates to have to work a(n) **Probationary period** in a company. This is usually three or six months; after that, they are offered a permanent post.

 **Exercise 28**

1. to train e) new staff.
2. to shortlist c) the candidates.
3. to advertise a) a vacancy/post.
4. to assemble b) an interview panel.
5. to make f) a job offer.
6. to check d) references.

 **Exercise 29**

1. is able to come up with ideas. g) creative.
2. is respected and listened to by others. i) authoritative.

3. *is able to see different points of view.* f) objective.
4. *has lots of energy and often gets excited.* a) enthusiastic.
5. *is concerned with details and getting things right even if it takes time.* c) methodical.
6. *can see how to put ideas into action.* j) practical.
7. *likes to assess and evaluate.* h) analytical.
8. *is determined to succeed in their career.* e) ambitious.
9. *is able to change with new situations.* b) adaptable.
10. *is someone you can trust and depend on.* d) reliable.

MISSION 2

Exercise 1

1. A: **Have you ever tasted** sushi?
2. B: Yes, I **have eaten** sushi at least five times so far.
3. A: When **did you eat** sushi for the first time?
4. B: I **ate** sushi for the first time on my dad's 50th birthday. He **invited** the whole family to a Japanese restaurant.
5. A: **Did you like** it?
6. B: Absolutely. In fact, it **was** so good that we **have been** to that restaurant three times. And on my mum's birthday, we **ordered** some sushi and **had** it at home.

Exercise 2

1. Don't come in here with those muddy shoes!! I have **just** cleaned this floor!!!
2. Have you finished that composition for History class **yet**? You only started an hour ago!!
3. I don't want to see "Alien 9" at the cinema again. I've **already** seen it twice.
4. I'm sorry. You have **just** missed Katie. She left the office about three minutes ago!
5. Oh, nothing for me, thank you. I've **just/already** eaten. I had dinner less than an hour ago.

Exercise 3

1. I have been living in New York **for** 1 year.
2. I haven't seen you **for** a week.
3. I have been waiting **since** 12:30.
4. I've lived here **for** 5 years.
5. I've lived here **since** 2003.
6. **Since** she came here I've been very nervous.
7. She has been married **for** ten years.
8. She has been a doctor **since** 1998.

Exercise 4

1. Last week I **was** very busy and I **did not** the time to do a lot in the household.
2. On Monday I **worked** three hours overtime and **came** home very late in the evening.

3. From Tuesday to Thursday I **was** on a business trip.
4. On Friday I **went** to a friend's birthday party and at the weekend I visited my grandparents.
5. Tomorrow some friends are coming over. I **have not seen** them for ages and they **have never been** at my place before.
6. I **have just cleaned** my house so I can show them around. Now everything is perfect.

Exercise 5

1. I can't go skiing because I **haven't bought** my new skis yet.
2. **Did they spend their** holidays in Marbella last August?
3. **Have you ever climbed** Mount Kilimanjaro?
4. She **has just finished** baking a pie.
5. Manuel **has already written** three reports.
6. We **moved** to Tokyo in 2007.
7. Frank **was** in California twenty years ago.
8. I **have not been** to Croatia yet.
9. But I **have already travelled** to Greece on several occasions.
10. Last year, her family **went** to Disneyland Paris.

Exercise 6

1. Last year Alex **travelled** to Peru.
2. We **have worked** all day and now we are exhausted.
3. They **bought** a new car last month.
4. Allison **stayed** at home last night.
5. The credit card bill **arrived** this morning.
6. Max and his girlfriend **have lived** in Boston for four years.
7. Last night we **went** to the cinema to see the new Woody Allen movie.
8. The TV show **has already started**, but you haven't missed too much.
9. The twins **phoned** us earlier but we weren't home.
10. Chuck **lost** his watch last night.

Exercise 7

I can't believe I **got** that apartment. I **submitted** my application last week, but I didn't think I had a chance of actually getting it. When I **showed** up to take a look around, there were at least twenty other people who **had arrived** before me. Most of them **had already filled** (fill, already) out their applications and were already leaving. The landlord said I could still apply, so I did.

I **tried** to fill out the form, but I couldn't answer half of the questions. They **wanted** me to include references, but I didn't want to list my previous landlord because I **had had** some problems with him in the past and I knew he wouldn't recommend me. I **ended** up listing my father as a reference. It was total luck that he **decided** to give me the apartment. It turns out that the landlord and my father **had gone** to high school together. He decided that I could have the apartment before he **looked** at my credit report. I really lucked out!

 **Exercise 8**

1. When I **arrived** home last night, I discovered that Jane **had prepared** a beautiful candlelight dinner.
2. Since I began acting, I **have performed** in two plays, a television commercial and a TV drama. However, I **had never even spoken** publicly before I came to Hollywood in 1985.
3. By the time I got to the office, the meeting **had already begun** without me. My boss **was furious** with me and I **was fired**.
4. When I **turned** the radio on yesterday, I **heard** a song that was popular when I was in high school. I **hadn't heard** the song for years, and it **brought** back some great memories.
5. Last week, I **ran** into an ex-girlfriend of mine. We **hadn't seen** each other for years, and both of us **had changed** a great deal. I **enjoyed** talking to her so much that I **asked** her out on a date. We are getting together tonight for dinner.
6. Jack **entered** the room, I **didn't recognize** him because he **had lost** so much weight and **had grown a beard**. He looked totally different!
7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture **had virtually disappeared** by the time Europeans first **arrived** in the New World.
8. I **have visited** so many beautiful places since I came to Utah. Before moving here, I **had never heard** of Bryce Canyon, Zion, Arches, or Canyonlands.

 **Exercise 9**

1. When Carol **called** last night, I **was watching** my favorite show on television.
2. I **have worked** for this company for more than thirty years, and I intend to stay here until I retire!
3. Sharon **loves** to travel. She **goes** abroad almost every summer. Next year, she plans to go to Peru.
4. Thomas is an author. He **writes** mystery novels and travel memoirs. He **has been writing** since he was twenty-eight. Altogether, he **has written** seven novels, three collections of short stories and a book of poetry.
5. We were late because we had some car problems. By the time we **got** to the train station, Susan **had been waiting** for us for more than two hours.

 **Exercise 10**

1. d. am still not used.
2. a. use.
3. b. to get used to getting.
4. b. didn't use to be.
5. c. used to run.
6. b. would have to get used to driving.
7. d. is used.
8. b. used to play.
9. a. could never get used to.
10. b. are used to using.

 **Exercise 11**

1. Sam **used to have** a motorbike, but now he has got a ban.
2. Mike is new at the company, so he **is getting used to** how things are done here.
3. When he was younger, he **used to work** in a restaurant.
4. When Mary lived in Scotland, she often **used to go** to Portobello beach.
5. She **used to play** the guitar when she was 8, but now she plays the guitar and the drums.
6. They **were used to eating** (eat) because they are vegans.
7. She **used to dress** (dress) uniforms, as she went to a religious school.
8. He **is not used to living** in his new house. He arrived only three days ago.
9. My mother **was used to wearing** glasses, but she decided to have eye surgery.
10. My neighbors **are used to spending** their holidays abroad because they have a caravan.

 **Exercise 12**

1. The family's holidays **used to be spent** climbing in the mountains.
2. Craig couldn't get **used to living** in Spain.
3. I **used to go** to the old pool every week
4. When I was a child, we **used to go** to the local park every Saturday afternoon.
5. We **used to live** in Madrid.

 **Exercise 13**

Adjective	Comparative	Superlative
Heavy	Heavier	Heaviest
Good	Better	Best
Fat	Fatter	The fattest
Difficult	More Difficult	The Most Difficult
Fun	Funnier	The Funniest
Bad	Worse	The worst
Thin	Thinner	The Thinnest
Big	Bigger	The Biggest
Intelligent	More Intelligent	The most intelligent

 **Exercise 14**

1. Their house is **more expensive** than ours.
2. This brand is **cheaper** than the one in the supermarket near my house.
3. The film was **more interesting** than the one we saw the last time.
4. Catherine was a **more hardworking** student than her sister.
5. I refuse to go to **the worst** restaurant.
6. Luis is **the best** guitar player I know.
7. These are **the most beautiful** colors in the rainbow.
8. This player is **worse** than his opponent today.

 **Exercise 15**

1. My house is **bigger** than yours.
2. This flower is **more beautiful** than that one.
3. This is the **best** book I have ever read.
4. Non-smokers usually live **longer** than smokers.
5. Which is **the most dangerous** animal in the world?
6. A holiday by the sea is **better** than a holiday in the mountains.
7. It is strange but often a coke is **more expensive** than a beer.
8. Who is **the richest** woman on earth?
9. The weather this summer is even **worse** than last summer.
10. He was **the most intelligent** thief of all.

 **Exercise 16**

1. *Plan*: gives a view of the whole deck, from above.
2. *Elevation*: gives a view of all the panels, from the front.
3. *Exploded View*: gives a deconstructed view of how the panels are fixed together.
4. *Cross-Section*: gives a cutaway view of the joint between two panels.
5. *Schematic*: gives a simplified representation of a network of air ducts.
6. *Note*: gives a brief description or a reference to another related drawing.
7. *Specification*: gives detailed written technical descriptions of the panels.

 **Exercise 17**

1.	length	long	short
2.	width	wide	narrow
3.	height	high	low
4.	thickness	thick	thin
5.	depth	deep	Shallow

 **Exercise 18**

1. The authorities have decided to **widen** the road to allow more traffic to use it.
2. Is there a **short-cut** to the town center? I'm in a hurry.
3. She **lengthened** her trousers because she thought they were too short.
4. The darkness **heightened** our feeling of loneliness out there on the sea.
5. He always loves to go to **far-away** places for his holidays.
6. Could you **shorten** the sleeves for me? They are much too long.
7. The decision of the government **deepened** the crisis, and war was inevitable.
8. Traveling is good for you: it **broadens** your mind.
9. Getting a visa is a **lengthy** process; it can take up to two months.
10. Could you **lower** the mirror please; it's too high for me.

 **Exercise 19**

<i>Change</i>	<i>to (cause to) become different. e.g.: She decided to ____ her name.</i>
<i>Improve</i>	<i>to (cause to) become better. e.g.: Their sales seem to be ____ - ing.</i>
<i>Amend</i>	<i>to modify, rephrase, or change for the better. i.e: The company needs to ____ one of its machines.</i>
<i>Redesign</i>	<i>to prepare the preliminary plans for some work again. e.g.: The engineer ____ the bridge.</i>
<i>Refine</i>	<i>to bring (something) to a finer state or form by purifying, polishing, changing, or making it more precise. e.g.: we need to ____ some aspects of the project.</i>
<i>Revise</i>	<i>to change or alter, esp. after thinking about. The plan was ____</i>
<i>Send out</i>	<i>to send an order. e.g.: The goods were ____ on Friday.</i>
<i>Distribute</i>	<i>to sell or supply (merchandise) in an area. e.g.: He ____ cars.</i>
<i>Circulate</i>	<i>to send, distribute, or pass from place to place or person to person. The boss has not ____ the minutes of the meeting yet.</i>
<i>Issue</i>	<i>to distribute or send out (food, clothing, supplies, etc.). e.g.: The raw material was ____ on Tuesday.</i>
<i>Accept</i>	<i>to respond or answer affirmatively to something. e.g.: He ____ the invitation.</i>
<i>Agree</i>	<i>To accept. e.g.: the manager ____ to more flexible work schedule</i>
<i>Approve</i>	<i>To confirm or find something acceptable. The commission ____ the proposal.</i>
<i>Sign off</i>	<i>To agree with a written document. e.g.: both parties ____ off the deal.</i>
<i>Replace</i>	<i>to provide a substitute or equivalent for. e.g.: One of the motors in the machine needs to be ____.</i>
<i>Supersede</i>	<i>To replace</i>

 **Exercise 20**

<i>Change</i>	<i>Send out</i>	<i>Accept</i>	<i>Replace</i>
<i>Improve</i>	<i>Distribute</i>	<i>Agree</i>	<i>Supersede</i>
<i>Amend</i>	<i>Circulate</i>	<i>Approve</i>	
<i>Redesign</i>	<i>Issue</i>	<i>Sign off</i>	
<i>Refine, Revise</i>			

 Exercise 21

<i>Opinion</i>	<i>remarkable, breathtaking</i>
<i>Size/Weight</i>	<i>tiny, enormous, compact, heavy</i>
<i>Age</i>	<i>brand-new, medieval, antique</i>
<i>Shape</i>	<i>spherical, rectangular, oval</i>
<i>Colour</i>	<i>navy blue, off-white, pinkish</i>
<i>Pattern</i>	<i>floral, plain</i>
<i>Origin</i>	<i>Polish, Finnish, Oriental</i>
<i>Material</i>	<i>platinum, paper, wooden, steel, heavy, woolen</i>
<i>Special characteristics</i>	<i>carvings, initials</i>

MISSION 3

 Exercise 1

1. *When.*
2. *so.*
3. *which / so that.*
4. *although.*
5. *then.*
6. *However.*
7. *While/When.*
8. *as well as.*
9. *either... or.*
10. *Despite.*

 Exercise 2

1. *whereas/however/while.*
2. *Although/Even though.*
3. *In addition.*
4. *as well as.*
5. *Even though/Although.*
6. *However.*
7. *due to.*
8. *Therefore/In addition.*

 Exercise 3

1. *as a result.*
2. *otherwise.*
3. *Therefore.*

4. *On the contrary.*
5. *However.*
6. *Although.*

 **Exercise 4**

1. *in case.*
2. *Despite.*
3. *in case.*
4. *as long as.*
5. *Nevertheless.*
6. *However.*
7. *as long as.*
8. *Nevertheless.*

 **Exercise 5**

1. *There was a horrific traffic jam, but we finally managed **to get** to the railway station in time.*
2. *We were all afraid to speak. Nobody dared **to say** anything.*
3. *We couldn't afford **living** in New York. It's too expensive.*
4. *Don't forget **to close** all the windows from the backyard when you go out.*
5. *Richard didn't know what had happened. I decided not **to ask** him.*
6. *They've got a new digital platform in our computer. They haven't learnt **to use** it yet.*

 **Exercise 7**

1. *My teacher allowed **drinking in class / the students to drink in class**.*
2. *She couldn't expect **him doing that**.*
3. *Sarah persuaded **him to stay**.*
4. *Having a driving licence allows **travelling with autonomy**.*
5. *My mother advised **him not to go**.*
6. *I was warned **to avoid that street**.*

 **Exercise 8**

1. *Students are not allowed **to walk** along the central aisle in class. (walk)*
2. *My parents made me **stay** at home after school because I did not obey them. (stay)*
3. *I was shocked **to see** such a good theatre performance. (see)*
4. *The doctor advised me **to take** some proper pills with me when I go to Egypt. (take)*
5. *The film was so sad that made me **cry** (cry)*
6. *My mum won't let me **wear** her new crochet top. (wear)*
7. *I finally convinced her **to come** with me to Tina's birthday party. (come)*
8. *I'm really not sure whether he likes me. "What makes you **think that?**" (think)*

 **Exercise 9**

1. *The **hammer** is used to drive nails.*
2. *The **Pliers** are used to hold and grip small articles.*
3. *The **wrench** is used to tighten bolts and nuts.*

4. The **Screwdriver** is used to turn screws with slotted heads.
5. The **bolts** are used to hold two objects.
6. The **Nails** are used to join pieces of different materials (usually timber).

 **Exercise 10**

1. The hammer (f) is used to drive nails.
2. The wrench (i) is used to tighten bolts and nuts.
3. The ratchet (h) is used to fasten or loosen nuts and bolts.
4. The screwdriver (g) is used to turn screws with slotted heads.
5. The pliers (e) are used to hold and grip small articles.
6. The funnel (d) is used to guide liquid or power into a small opening.
7. The car jack (c) is used to lift heavy loads.
8. The air compressor (j) is used to chill the air.
9. The jump starter(a) is used to jump start vehicles.
10. The mechanics gloves (b) are used to protect hands ...

 **Exercise 11**

Bolts	Power Drill	Level
Nails	Utility Knife	Saw

 **Exercise 12**

1. The zip ties are used to bundle cables, wires and tools together.
2. The flashlight is used to provide a light source.
3. The safety glasses are used to provide eye protection.
4. The wrecking bar is used to pen nailed wooden crates.
5. The pressure washer is used to clean dirt from surfaces and objects.
6. The tape measure is used to measure the length of a room.

 **Exercise 13**

1. We've got the problem here,	(f) It seems that the belt is broken and a part of it is snagged on the rollers. We will need to dismantle it. I will need the wrench.
2. To do that, ...	(a) we will need the automatic screwdriver.
3. Next, ...	(e) Let's check that the machine is disconnected.
4. Firstly, ...	(d) we need to remove the cover.
5. After doing that, ...	(b) we need to open the door on the bottom.
6. Once we have removed the cover, ...	(c) we can see the inside of the machine.

 Exercise 14

- *At last, let's put the cover and the bolts using the automatic screwdriver again. [6]*
- *The next step is to add a new belt. We must introduce the rollers within the belt in each extreme and place them on each side of the machine. [4]*
- *The last thing is to connect the machine and check if it works. [7]*
- *Now, we must loosen the bolts and take off the rollers. [2]*
- *Once the rollers are off, we must extract the belt and clean it. [3]*
- *Voilà! It works perfectly. Good job! [8]*
- *We've got the problem here. It seems that the belt is broken and a part of it is snagged on the rollers. We will need to dismantle it. I will need the wrench. [1]*
- *Once the rollers are in, we must put the bolts and tighten them. [5]*

 Exercise 15. Use the words from the box below to make complete the sentences.

- *After removing the cover of the machine, we are able to see the inside of the **machine**.*
- *It seems that the problem is that the **belt** is broken. Additionally, a part of it is snagged on the rollers. Therefore, we will need to **dismantle** it and in order to do that we will need the **wrench**.*
- *We must **loosen** the bolts, **take off** the rollers, and **extract** the belt to clean it.*
- *If we want to add a new belt, we must **introduce** the rollers within the belt in each extreme and place them **on each side** of the machine.*

MISSION 4

 Exercise 1

1. *This is the man **who** works at the station.*
2. *The tree **which** grows in the garden is an apple tree.*
3. *The man **who** goes jogging every Friday is my neighbor.*
4. *The elephants **which** live in Africa have big ears.*
5. *Turn left at the yellow house **which** is opposite the petrol station.*

 Exercise 2

1. *A monk is a man **who** has devoted his life to God.*
2. *I have one black cat **whose** name is Blacky.*
3. *A herbivore is an animal **which** feeds upon vegetation.*
4. *Carol, **who is only 9 years old**, plays the piano brilliantly.*
5. *Sydney, **which is not the capital of Australia**, is the largest Australian city.*

 Exercise 3

1. *The woman **who** is sitting at the desk is Mr. Winter's secretary.*
2. *I cannot remember the reason **why** he wanted us to leave.*
3. *Jane, **whose** mother is a physician, is very good at biology.*

4. She didn't see the snake **which** was lying on the ground.
5. Do you know the shop **where** Andrew picked me up?
6. I was born in 1939, **when** World War II started.
7. I know an exciting place **where** you and your boyfriend can go on holidays.
8. He is the guy **whose** car is parked in front of your house.
9. The woman **who** lives here is always complaining.
10. The flat he's rented, **which** is in central London, is really expensive.

 Exercise 4

1. John Grisham's new novel, **which** was published, last week is brilliant.
2. This is the hospital **where** Agatha Christie worked.
3. Have you got the book **which** I lent you last week.
4. Nicole Kidman, **whose** ex-husband was Tom Cruise, is a famous actress.
5. The headmaster of your school, **whom** I am writing a letter to, is an old friend of mine.
6. The car, **which** Bill sold to us, runs quite well.
7. That is the song **which** I heard on the radio this morning.
8. That's the student **who** won the competition prize.
9. Sharon, **who** I've known for a long time, is my best friend.
10. The theater, **which** is the oldest building in town, is about 200 meters from my house.
11. My grandparents still live in the village **where** I was born.
12. The bar, **where** we've had lunch, is open all night.

 Exercise 5

1. **Could** you swim when you were 10?
2. We **couldn't** get to the meeting on time yesterday because the train was delayed by one hour.
3. He **could** arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing. He **can** speak 5 languages including Chinese.
5. I **wasn't able** to drive a car until I was 34, then I moved to the countryside, so I had to learn.

 Exercise 6

1. They (can/might) **might** be away for the weekend but I'm not sure.
2. You (may/might) **may** leave now if you wish.
3. (Could/May) **Could** you open the window a bit, please?
4. He (can/could) **could** be French, judging by his accent.
5. (May/Can) **Can** you play the piano?

 Exercise 7

1. It's very warm outside. You **needn't** take a coat with you.
2. You **mustn't** speak with a full mouth. That's very impolite.
3. The doctor said I **mustn't** smoke so much.
4. In England you **must** drive on the left side of the road but in other European countries you **mustn't**.
5. Students **mustn't** be late for school.

 Exercise 8

1. My dog and I **would** go for walks when she was younger.
2. I **would** buy new shoes if I had enough money.
3. I am feeling tired. I think I **will** go to sleep now.
4. I **would** like more milk when you get a chance.
5. I don't think we **will** ever win the game.

 Exercise 9

1. You **must** be exhausted after your long trip. Come in and have a drink.
2. John **can't** have taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I **could** get wet.
4. You **don't have to** apply for the job yet. You can do it later this week.
5. I **must have** left my wallet in the car. I can't find it anywhere.
6. That **can't** be Jake. It's impossible. He said he was going to Spain.
7. You **mustn't/can't** step into the headmaster's office without permission.
8. Tell your sister she **can** stay the night here if she wants to.
9. You have already drunk a glass of wine. You **should/had better** not drive. Let me.
10. You **must** see the Eiffel Tower and the Louvre when you go to Paris.
11. I **don't have** to take orders from you. You're not my boss!
12. When I was younger, I **could** run very fast.
13. Your cold is getting worse, and you have a runny nose. You **ought** to see the doctor.
14. My husband is preparing dinner. He's not a good cook so you **shouldn't** expect anything special.
15. Don't leave your window open at night. Someone **might/could** climb in.
16. Brenda **can't** be over thirty. She graduated a year after me and I'm only 26.
17. You **don't have** to come with me. I can manage on my own.
18. She **must have** got lost. Otherwise, she'd be here by now.
19. You must be more careful. You **could have** been killed crossing the street without looking.
20. I didn't **need** to buy more groceries. We already had enough.

 Exercise 12

Boss	Employer	Participate	Take Part
Repair	Maintain	Prevent	Make sure it doesn't happen
Hazard	Danger	Solve the problem	Work it out
How we do things	Procedure	To know about	To be aware
Indicate	Point out	Worker	Employee

 Exercise 13

A mechanic is	the person who	executes the solution devised by the engineer.
An engineer is	the person who	finds the solution to an existing problem or an anticipated problem.

<i>A factory is</i>	<i>a place where</i>	<i>raw materials are used to produce a series of products.</i>
<i>A workshop is</i>	<i>a place where</i>	<i>work is carried out.</i>
<i>A tool board is</i>	<i>a storage environment in which</i>	<i>you can hang different tools.</i>
<i>8.00 a.m. is</i>	<i>the time when</i>	<i>employees start to work.</i>
<i>The manager,</i>	<i>whose function is</i>	<i>to lead the team, is the person who has the greatest responsibility.</i>
<i>The accountant,</i>	<i>whose function is</i>	<i>to look after a company or organization's accounts, controls the company's money.</i>
<i>The reason</i>	<i>why there is an entrance control is</i>	<i>to guarantee that employees get on time.</i>
<i>Safety at the company</i>	<i>which is controlled by the safety manager,</i>	<i>is crucial for the welfare of the employees.</i>

 **Exercise 14**

<i>Qualified Person</i>	<i>one who by possession of a recognized degree, certificate, or professional standing, or who by extensive knowledge, training, and experience, has successfully demonstrated his or her ability to solve or resolve problems relating to the subject matter, the work, or the project.</i>
<i>Dangerous goods</i>	<i>any substance or material that is capable of posing an unreasonable risk to health, safety, and property when transported in commerce.</i>
<i>Audit</i>	<i>the act by a regulatory authority of conducting an official review of documents, facilities, records, and any other resources related to the company.</i>
<i>Hygiene</i>	<i>conditions or practices conducive to maintaining health and preventing disease.</i>
<i>Workplace safety</i>	<i>the steps taken by the employers to ensure the prevention of hazards likely to be faced by their employees.</i>
<i>Inspection</i>	<i>an official inspection of an organization's accounts, typically by an independent body.</i>
<i>Unsafe acts</i>	<i>The activities in which the employees are engaged or involved and include unauthorized use or operation of equipment.</i>
<i>Worker's Compensation</i>	<i>payment for individuals who have suffered a job-related injury or illness.</i>
<i>Safety Coordinator</i>	<i>An individual charged with managing safety within a workplace.</i>

Policy Development	<i>the process of deciding what should be achieved, what should be done to achieve it, how to do it efficiently and economically, or who should do it, among others.</i>
Hazard	<i>a process, phenomenon, or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation.</i>
Corrective Actions	<i>plans are designed and implemented to address and correct issues or deficiencies.</i>
Compliance	<i>the action or fact of complying with a wish or command.</i>

 **Exercise 15**

Complaint	Justification
1. My 2-year-old daughter cut herself on the toy.	e) You claim it is safe for children over 18 months.
2. When we received the bill, we realized we had been charged the full price.	g) We were told there would be a 20% discount if we ordered before June.
3. The top rack of the dishwasher has broken.	d) I have only used it three times.
4. You still keep delivering equipment to the wrong address.	b) I informed you of my change of business address.
5. I received a letter saying my license has expired.	a) I sent you a cheque to renew it a month ago.
6. The shirt's bright red collar has turned pink.	f) The label states that it can be washed at high temperatures without the colors fading.
7. I had to share a bathroom with other guests.	c) I booked a room with a private bathroom.

MISSION 5

 **Exercise 1**

1. If I **am not** (not/be) busy, I **will come** (come) with you.
2. If it **rains** (rain), we **will stay** (stay) at home.
3. I **will call** (call) you if I **have** (have) time.
4. If she **does not study** (not/study) hard, she **will not pass** (pass) the test.
5. If the weather **is** (be) nice, we **will go** (go) to the beach.
6. You **will get** (get) fat if you **do not stop** (not/stop) eating so much.

 **Exercise 2**

1. *If I had some money, I would catch the bus to go home.*
2. *If Pigs had wings, they would fly.*
3. *His marks would be good if he worked hard.*
4. *If I were not busy, I would come with you.*
5. *If they knew her, they would invite her to their party.*
6. *I would call him if I had his phone number.*

 **Exercise 3**

1. *I would have said hello if I had seen her.*
2. *We would have gone out to dinner if dad had finished work late.*
3. *She would not have been angry if you had called her.*
4. *We would have heard about the accident if he had watched the news.*
5. *You would not have dropped the vase if you had been careful.*
6. *He would have passed the exam if he had not been nervous.*

 **Exercise 4**

1. *If the teacher **spoke** (speak) louder, we would understand more.*
2. *If Alicia **does not drive** (not drive) us to the airport, we will take a taxi.*
3. *Even if my parents had the money, they **would not move** (not move) from their neighborhood.*
4. *If she had gone out with friends, she **would have left** a note.*
5. *If Joe and Mike **come** (come) over, we will play karaoke tonight.*
6. *If **had known** (know) about the menu, I would have never gone to that restaurant.*
7. *If James **spoke** (speak) English better, he would have more fun in London.*
8. *Would they mind if I **invited** (invite) another friend to join us?*
9. *If I **had waken** (wake up) earlier, I would not have arrived so late.*
10. *Melanie **will try** (try) to leave work early if I come to town.*

 **Exercise 5**

1. *I would have passed the exam if I had studied.*
2. *They would go to Australia next holidays if they had enough money.*
3. *If we hurry, we will catch the train.*
4. *If Mark had gone to the party, he would have seen Martha with her new boyfriend.*
5. *If I had locked the car properly, a thief would not have stolen my sunglasses.*
6. *If you smoked less, you would save more money.*

 **Exercise 6**

1. *If you had **been** late again for training today (be), I **would not have let** you play in tomorrow's match (let).*
2. *I **would have spent** all August in Thailand (spend) if I **had had** the time and the money. Maybe next year (have).*
3. *I **would have been** angry (be) if you **had eaten** my chocolate mousse (eat).*
4. *If just one person **remembers** my birthday (remember), I **will not be** sad (be).*
5. *You **would not have been** sorry (be) if you **had revised** for your exam (revise).*

6. I **would not open** that umbrella inside the house (open) if I **were** you (be)
7. We **will eat out** (eat out) if there **were** no food at home (be).
8. The holidays **would have been** great (be) if the weather **had been** better (be).
9. I **would not go out** with him (go out) even if you **paid** me (pay).
10. If you **had told** me about the concert (tell) I **would have gone** (go).

Exercise 7

1. This time next year I will be going to college **unless / as long as** I fail my entry exams.
2. You can go to the part **in case / as long as** you come home before 3 o'clock.
3. **Unless / provided (that)** you pass all the subjects, you cannot go on holidays in summer.
4. Do what you want **provided / in case** you are sure about your decision.
5. We should leave early in the morning **in case / as long as** there is heavy traffic to go after the holidays.

Exercise 8

1. The spokesman said that he couldn't understand why billiards had been prohibited.
2. Gihan exclaimed that they had had too many prohibitions.
3. The young lady said that she had not made such a mistake.
4. She said that they would go and get some food.
5. Winston Churchill said that they woke up at six every day.
6. A company representative said that that probably wouldn't happen.
7. A farmer said that if the situation went on like that, they would lose the consumers' confidence forever.
8. She said that she thought the amount of immigrants then was OK, but they didn't think they needed any more.
9. He said that in Japan paper-folding had been valued for its decorative function.
10. Kasparov said that if he didn't win that game, he would retire.

Exercise 9

1. Mike said that they were playing tennis the following day.
2. Rose responded that they had been to Paris three times.
3. Mary asked Joe if John was going to take his driving test the following day.
4. Philip's mother claimed him not to be late the following day, or they would miss their bus.
5. Fred asked Pete what Samuel was doing that day.
6. His mother asked Paul to go to the supermarket and buy some milk.
7. She said that they could buy phones with colored covers.
8. Grant asked where he had gone the previous month.
9. John said that he had just been playing football.
10. Maggie warned not to forget Susie's birthday the following day.
11. Martin asked us how we were.
12. He asked if he had to do it.
13. The mother asked her daughter where she had been.
14. She asked her boyfriend which dress he liked best.
15. He asked me if I was going to the cinema.

 **Exercise 10**

Caller: (phone ringing)

You: Good morning, (Your name) speaking, how may I help you?

Caller: Hi Good morning, may talk to Mr. Smith, please?

You: Could I have your name, please?

Caller: My name is James Russell from Johnson Tiles in Exeter.

You: Please, hold on. I will check if he is available.

(Mr. Smith is not available at the moment)

You: Mr. Russell, I am afraid that Mr. Smith is not available at the moment.

Caller: Yes, please tell Mr. Smith to call me back. My phone number is 667-889-123

You: Could I ask you what it is about?

Caller: I need to speak to him in order to talk about a new business proposal.

You: Is there anything else I could help you with?

Caller: No, thank you. Have a nice day.

You: Thanks for calling. Have a nice day.

 **Exercise 13**

Action	Consequences
If your products are successful in the national market,	we will try to introduce them into other international markets.
If the company increases productivity,	more employees will be necessary.
If we hire more people,	we'll need more space.
If we had millions of dollars,	we could invest more.
If we always had a well-thought-out Plan B,	we could avoid some unnecessary problems.
If we had fewer meetings,	perhaps, our employees would take them more seriously.
If we had informed the client of the delay in time,	they wouldn't have cancelled the order.
If we hadn't taken so long planning,	we could have bid for the contract.
If he had observed other company's situation,	the results would have been better with us.

MISSION 6

 **Exercise 1**

1. The president **was** / ~~has~~ criticized for his unpopular decisions.
2. The teacher **was** / **has** told the students not to take any books for the trip.
3. Somebody **was** / **has** stolen my car.

4. *Hamlet* **was / has** written by Shakespeare.
5. The project should **be / have** completed by Thursday evening.
6. I'm living at my parents' house this week as my house **is being painted / has-been** painting.
7. Mark **has / was** left his backpack at the office.
8. When we got to the airport, we found out our flight **was / has-been** cancelled.
9. The telephone **was / has** invented by Alexander G. Bell.
10. The Godfather **was / has** awarded three Academy Awards 40 years ago.

 **Exercise 2**

1. He (sell) **sells** cars.
 2. The blue car (sell) **is sold**.
 3. In summer, more ice-cream (eat) **is eaten** than in winter.
 4. She (call) **calls** her grandparents every Friday.
 5. The letters (type) **is typed**.
 6. He (take) **takes** his medicine every day.
 7. Jane (take / not) **is not taken** to school by her father.
- We (go) **go** to school by bus.
8. She (work / not) **does not work** for a bank.
 9. Milk (keep) **is kept** in the refrigerator.

 **Exercise 3**

1. Their van was broken into last week.
2. We were told a story / A story was told to us.
3. Timmy will be met at the airport.
4. I have not been sent a birthday gift by Nina / A birthday gift has not been sent to us by Nina.
5. French is not spoken in this country.
6. A decision was made by Tracy.
7. A new cabin was built on the lake.
8. Ryan was given a new car.
9. Our dog will be looked after by Terri.
10. We were brought some wonderful soup / Some wonderful was brought to us.

 **Exercise 4**

Aluminum	Iron	Steel	Stainless steel
Gold	Silver	Copper	Oil
Gasoline	Plastic	Gass	Coal
Concrete	Clay	Glass	Rubber
Marble	Wood	Cotton	

 **Exercise 5**

Definition	Key
<i>A hard, strong grey or a bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material.</i>	Steel
<i>A black rock combustible from plant matter, mainly found in underground seams and used as fuel.</i>	Coal
<i>A precious yellowish metal.</i>	Gold
<i>A stiff, sticky fine-grained earth that can be molded when wet, and is dried and baked to make bricks, pottery, and ceramics.</i>	Clay
<i>a tough elastic polymeric substance made from the latex of a tropical plant or synthetically.</i>	Rubber
<i>a red-brown metal.</i>	Copper
<i>a building material made from a mixture of broken stone or gravel, sand, cement, and water, which can be spread or poured into molds and forms a mass resembling stone on hardening.</i>	Concrete
<i>a strong, hard magnetic silvery-grey metal, the chemical element of atomic number 26, much used as a material for construction and manufacturing, especially in the form of steel.</i>	Iron

 **Exercise 6**

Text	Key	Text	Key	Text	Key	Text	Key
Zero /nought	0						
One	1	Eleven	11	First	1st	Eleventh	11th
Two	2	Twelve	12	Second	2nd	Twelfth	12th
Three	3	Thirteen	13	Third	3rd	Thirteenth	13th
Four	4	Fourteen	14	Fourth	4th	Fourteenth	14th
Five	5	Fifteen	15	Fifth	5th	Fifteenth	15th
Six	6	Sixteen	16	Sixth	6th	Sixteenth	16th
Seven	7	Seventeen	17	Seventh	7th	Seventeenth	17th
Eight	8	Eighteen	18	Eighth	8th	Eighteenth	18th
Nine	9	Nineteen	19	Ninth	9th	Nineteenth	19th
Ten	10	Twenty	20	Tenth	10th	Twentieth	20th

 **Exercise 7**

#	Key	#	Key
Five	5	4	Four
Thirteen	13	11	Eleven
Ten	10	18	Eighteen

#	Key	#	Key
<i>Twenty-six</i>	26	25	<i>Twenty-five</i>
<i>Twenty</i>	20	39	<i>Thirty-nine</i>
<i>Twelve</i>	12	44	<i>Forty-four</i>
<i>Seventy-six</i>	76	57	<i>Fifty-seven</i>
<i>Fifty-two</i>	52	63	<i>Sixty-three</i>
<i>Seventy-four</i>	74	88	<i>Eighty-eight</i>
<i>Ninety-two</i>	92	179	<i>One hundred and seventy-nine</i>
<i>Three hundred and seventy-two</i>	372	433	<i>Four hundred and thirty-three</i>
<i>Seven hundred and fifty-five</i>	755	586	<i>Five hundred and eighty-six</i>
<i>Two hundred and twenty</i>	220	971	<i>Nine hundred and seventy-one</i>
<i>Three hundred and sixty-four</i>	364	2,623	<i>Two Thousand and six hundred and twenty-three</i>
<i>Four thousand and eleven</i>	4011	3,052	<i>Three thousand and fifty-two</i>

 **Exercise 8**

#	Keys	#	Keys
<i>Third</i>	<i>3rd</i>	1st	<i>First</i>
<i>Sixth</i>	<i>6th</i>	2nd	<i>Second</i>
<i>Thirteenth</i>	<i>13th</i>	15th	<i>Fifteenth</i>
<i>Twentieth</i>	<i>20th</i>	31st	<i>Thirty-first</i>
<i>Twenty-sixth</i>	<i>26th</i>	47th	<i>Forty-seventh</i>
<i>Ninety-second</i>	<i>92nd</i>	83rd	<i>Eighty-third</i>
<i>Fifty-third</i>	<i>53rd</i>	100th	<i>One hundredth</i>
<i>Seventy-fourth</i>	<i>74th</i>	200th	<i>Two hundredth</i>
<i>Ninety-first</i>	<i>91st</i>	69th	<i>Sixty-ninth</i>
<i>Thirty-seventh</i>	<i>37th</i>	321st	<i>Three hundred and twenty-first</i>
<i>Seven hundred and fifty-ninth</i>	<i>759th</i>	456th	<i>Four hundred and fifty-sixth</i>
<i>Two hundred and twentieth</i>	<i>220th</i>	777th	<i>Seven hundred seventy-seventh</i>
<i>Three hundred and sixty-fourth</i>	<i>364th</i>	1,031st	<i>One thousand and thirty-first</i>
<i>Four thousand and eleventh</i>	<i>4011th</i>	2,222nd	<i>Two thousand and two hundred and twenty-second</i>
<i>One thousand and two hundred and sixty-eighth</i>	<i>1,268th</i>	7,538th	<i>Seven thousand and five hundred and thirty-eight</i>

 Exercise 9

0.0089	<i>Zero point zero and zero and eighty-nine</i>
0.054	<i>Zero point zero and fifty-four</i>
0.54	<i>Zero point fifty-four</i>
0.77	<i>Zero point seventy-seven</i>
5.7254	<i>Five point and seven thousand and two hundred and fifty-four</i>
34.76	<i>Thirty-four point seventy six</i>
453.897	<i>Four hundred and fifty-three point eight hundred and ninety-seven</i>
5,542.678	<i>Five thousand and five hundred and forty-two point six hundred and seventy-eight</i>
8,275.4	<i>Eight thousand and two hundred and seventy-five point four</i>
21.456	<i>Twenty-one thousand point four hundred and fifty-six</i>
700,560.2	<i>Seven hundred thousand and five hundred and sixty point two</i>
120,000.321	<i>One hundred and twenty thousand point three hundred and twenty-one</i>

 Exercise 10

	Key		Key
<i>Five plus three</i>	$5 + 3$	<i>equals</i>	8
<i>Ten plus twelve</i>	$10 + 12$	<i>equals</i>	22
<i>Five minus three</i>	$5 - 3$	<i>equals</i>	2
<i>Seven minus two</i>	$7 - 2$	<i>equals</i>	5
<i>Three multiplied by six</i>	3×6	<i>equals</i>	18
<i>Five multiplied by seven</i>	5×7	<i>equals</i>	35
<i>Ten divided by two</i>	$10 \div 2$	<i>equals</i>	5
<i>Forty divided by four</i>	$40 \div 4$	<i>equals</i>	10
$3 + 6$	<i>Three plus six</i>	<i>equals</i>	9
$53 + 21$	<i>Fifty-three plus twenty-one</i>	<i>equals</i>	74
$23 - 7$	<i>Twenty-three minus seven</i>	<i>equals</i>	16
$51 - 5$	<i>Fifty-one minus five</i>	<i>equals</i>	46
14×5	<i>Fourteen multiplied by five</i>	<i>equals</i>	70
13×3	<i>Thirteen multiplied by 3</i>	<i>equals</i>	39
$36 \div 6$	<i>Thirty-six divided by six</i>	<i>equals</i>	6
$81 \div 9$	<i>Eighty-one divided by nine</i>	<i>equals</i>	9

 Exercise 11

	Key		Key
One half	1/2	3/4	Three quarters
Two quarters	2/4	1/3	One third
Two thirds	2/3	5/7	Five sevenths
Four fifths	4/5	9/10	Nine tenths
Five eighths	5/8	13/21	Thirteen twenty-firsts
Nine elevenths	9/11	36/40	Thirty-six forties
Thirty-five sixty-nineths	35/69	75/100	Seventy-five one hundredths
Seventy-five one-hundreds	75/100	2/132	two one hundred and thirty-second

 Exercise 12

	Keys		Keys
Nine Squared	9 ²	62 ²	Sixty-two squared
Seven Cubed	7 ³	5 ³	Five cubed
Eight to the fifth power	8 ⁵	12 ⁹	Twelve to the ninth power
Six to the eighty-eight power	6 ⁸⁸	21 ⁶⁵	Twenty-one to the sixty-fifth power
Three to the negative fifth power	3 ⁻⁵	8 ⁻⁴	Eight to the negative fourth power

 Exercise 13

$Price = \sqrt{(6 - 2)^2 + (6 - 3)^2}$	Price is the squared root of (open parenthesis) six minus two (close parenthesis) squared plus (open parenthesis) six minus three (close parenthesis) squared.
$Price^2 = (7^2 - 6^2) + (92 / 4)$	Price equals squared equals (open parenthesis) seven squared minus six squared (close parenthesis) plus (open parenthesis) ninety-two divided by four (close parenthesis).
$Price = \sqrt{(\pi \times 4^2) - [(1,116/9) / 10^2]}$	Price equals the squared root of (open parenthesis) PI multiplied by four squared (close parenthesis) minus (open brackets) (open parenthesis) one thousand and one hundred and sixteen (close parenthesis) divided by ten squared (close brackets).
$Price^2 = [3^4 - (8^2 + 1)]$	Price squared is (open brackets) three to the fourth power minus (open parenthesis) eight squared plus one (close parenthesis) (close brackets).

 Exercise 14

Blue Tiger	$Price = \sqrt{(6 - 2)^2 + (6 - 3)^2}$	$p = \sqrt{(6 - 2)^2 + (6 - 3)^2} p = \sqrt{(4)^2 + (3)^2} p = \sqrt{16 + 9} p = \sqrt{25} p = 5$
Purple Elephant	$Price^2 = (7^2 - 6^2) + (92 / 4)$	$p^2 = (7^2 - 6^2) + (92 / 4) p^2 = (49 - 36) + 23 p^2 = 13 + 23 p^2 = 36 p = \sqrt{36} p = 6$
Green Wolf	$Price = \sqrt{(\pi \times 4^2) - [(1,116/9) / (10^2)]}$	$p = \sqrt{(\pi \times 4^2) - [(1,116/9) / (10^2)]}$ $p = \sqrt{(\pi \times 16) - (124 / 100)}$ $p = \sqrt{50.24 - 1.24} p = \sqrt{49} p = 7$
Orange Whale	$Price^2 = [3^4 - (8^2 + 1)]$	$p^2 = [3^4 - (8^2 + 1)] p^2 = 81 - 65 p^2 = 16 p = \sqrt{16} p = \sqrt{16} p = 4$

 Exercise 16

1. Please confirm that you can **complete** the order before the end of November, as we need the **goods** in time for the Christmas rush.
2. Could you please send the products **by air** in order to avoid any delay? If you could do so, we would be very **grateful**.
3. As agreed, you will send the **documents** to our bank.
4. Enclosed you will find our official **order form** in which we ask for 700 sweaters, in assorted colors and sizes. Please let us know if you have all the items **in stock**. We need them **before** 15 September.

 Exercise 15

1. b. $\sqrt{2}$.
2. c. 3.14
3. d. power.
4. d. both b and c are correct.
5. d. aluminum.
6. a. Zero point zero and zero and eighty-nine.
7. c. Thirteen twenty-firsts.
8. b. two hundredth.

 Activity 17

19 March 2023

Dear Mr. Smith,

Your letter of 15 March convinced me to (1) **Place** at least a trial order for some of your toys. Enclosed you will find our official (2) **order form** No. HP 4589 for assorted toys.

We have decided to accept the 10% trade (3) **discount** that you offered, as well as the terms of (4) **payment** that you suggested (documents against payment), but we would like these

*terms reviewed in the near future. We will send the shipping (5) **advice** and sight draft to NatWest Bank.*

*We would appreciate delivery (6) **within** the next three weeks, as we need the items for Christmas. Please send them perfectly wrapped in water-proof paper, and then packed in wooden or iron crates.*

*We look (7) **forward** to receiving your confirmation.*

*Yours (8) **sincerely**,*

Signature: Mike Smith.

Chief Buyer.

*Enc: (9) **order form No. HP 4589***