

Exercise 1

VERB

compete, employ, interview, manage, promote, recruit, train

NOUN (thing/concept)

competition, employment, interview, management, promotion, recruitment, training

NOUN (person)

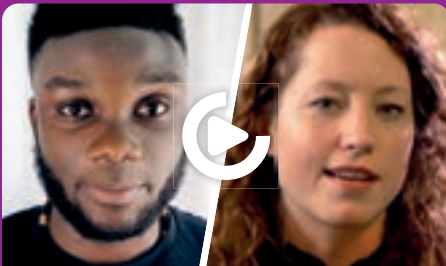
competitor, employer/ee, interviewer/ee, manager, promoter, recruiter, trainer/ee

All in a day's work

*Though I crave for work ...
I do not ask for more than my proper share.*

Jerome K. Jerome, *Three Men in a Boat*

DOCUMENTARY VIDEO



BIG IDEA, BIG BUSINESS

Watch the documentary video.
For the worksheet, go to page 116.

UNIT 5 VIDEO

Documentary

Big idea, big business 5

52

5.1

VOCABULARY

Employment and career • phrasal verbs – work • colloquial phrases • collocations to describe work and money

I can talk about work, careers and internships.

SHOW WHAT YOU KNOW

1 Complete the table with the noun form of the verbs in the box.

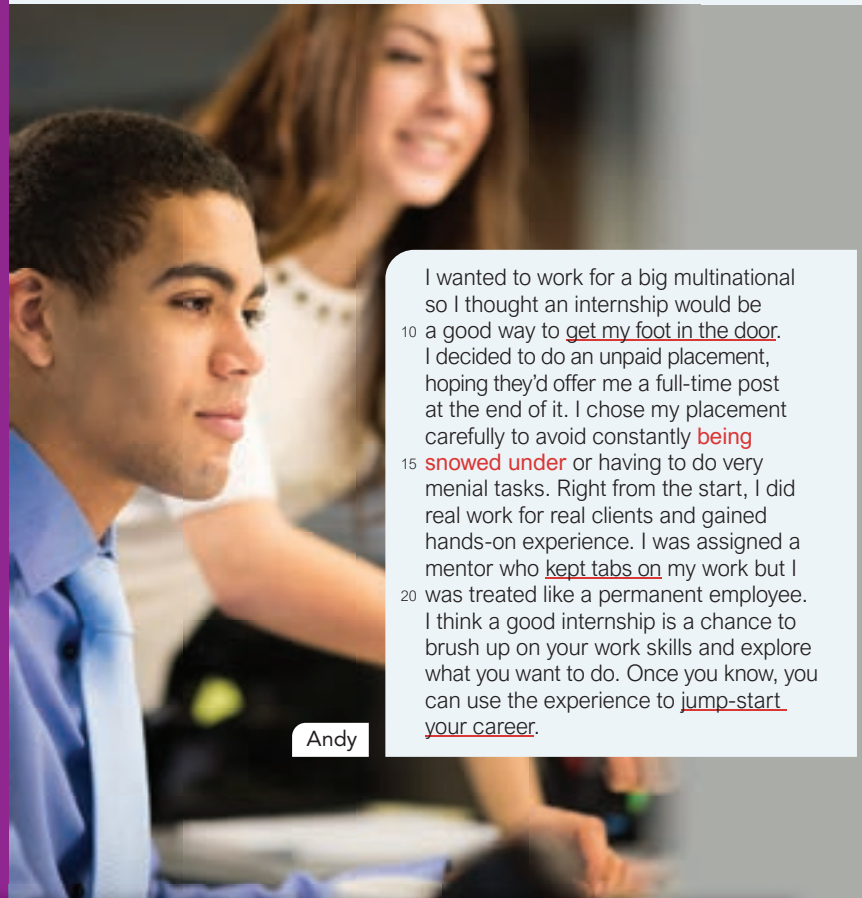
apply compete employ interview
manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	<u>application</u>	<u>applicant</u>

2 Think of an example sentence with one of the words from each group in Exercise 1. Compare with a partner.

Working for Nothing

With so much unemployment, it's increasingly difficult for young people to **break into** the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



I wanted to work for a big multinational so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly **being** **snowed under** or having to do very menial tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

Andy

REFERENCES

Culture notes p. 175
Videoscript pp. 203–204
Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Photocopiable resource 13 (collocations about work and money – 10 min.) pp. 214–215, 239–240
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 52–53, including *Show what you've learnt*

3 Read the article and answer the questions.

- 1 Who was **taken on** by a start-up? **Karen**
- 2 Who persevered despite having to do really boring things? **Jan**
- 3 Who **slaved away** putting in extra hours? **Karen**
- 4 Who felt disappointed as the company didn't keep their promise? **Jan and Karen**
- 5 Whose really positive experience **made up for** the lack of pay? **Andy's**

25 During the summer of my first year at university, I interned for a magazine. It was unpaid but I was promised a bonus if I got more than ten Twitter followers a week. I increased Twitter followers from 700 to 7,000, but the incentives never materialised. I was constantly asked to do menial tasks like photocopying and fetching coffees. I put on a brave face but a low point was when the boss asked me to help his daughter with her schoolwork. I ended up with the boss's daughter ordering me around. I didn't have the guts to stand up for myself because I didn't want to scupper my chances.

Jan

45 I was taken on as an intern for a start-up. They used unpaid internships as entry-level jobs with the promise of a permanent contract at the end of it. I figured that it was a good thing to have on my CV and would show dedication to the industry that I wanted to work in. That was what interested me – showing that I could hit the ground running and make myself indispensable. It quickly became clear that I was expected to work overtime, but I didn't want to damage my chances of landing a permanent job so I pressed on. After three months, I was told that they had decided to freeze hiring that year and I would be let go.

Karen

WORD STORE 5A Phrasal verbs – work

- 4 **2.10** Complete WORD STORE 5A with the phrasal verbs in red from Exercise 3 and the article. Then listen and check.
- 5 Replace the underlined words with the correct form of the phrasal verbs in WORD STORE 5A. Then finish the sentences so that they are true for you and compare with a partner.
 - 1 A company where I'd like to be employed is ...
*A company where I'd like to be **taken on** is a charitable organisation.*
 - 2 I'd never dare tell my ... what to do. order my ... around
 - 3 The last school project I really worked hard on was ...
slaved away
 - 4 A belief I'd always defend is that ... stand up for
 - 5 When I have too much work, I feel ... am snowed under
 - 6 A mistake I'd like to compensate for is ... make up for

WORD STORE 5B Colloquial phrases

- 6 **2.11** Complete WORD STORE 5B with the underlined phrases in the article. Then listen and check.
- 7 Correct the mistake in each sentence. Which sentences are true for you? Compare with a partner.
 - 1 My parents like to hold tabs on me. They know where I am at all times. **keep**
 - 2 I'm very slow in the mornings. I never strike the ground running. **hit**
 - 3 I've got a good voice but I don't own the guts to sing in public. **have**
 - 4 I would like to do an internship so I can jump on the first rung of the ladder. **get**
 - 5 I think appearance is very important in a job interview – the wrong one can scupper your luck. **chances**

WORD STORE 5C Collocations – work

- 8 **2.12** Complete WORD STORE 5C with the correct words from the article to make collocations about work. Then listen and check. Write example sentences.
- 9 **SPEAKING** Do you agree with the statements in WORD STORE 5C? Why?/Why not?

WORD STORE 5D EXTRA Collocations – money

- 10 **2.13** Complete WORD STORE 5D with the verbs in the box. Then listen and check.
- 11 **SPEAKING** Would you consider doing an internship? Why?/Why not?

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 5.1, Vocabulary.

5.2

READING

Matching

I can understand specific details in an article.

1 Read UK TODAY and answer the questions.

UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

- Who are the Enterprise Awards aimed at?
Young business people.
- What are the benefits for winners? *Recognition of products and services, help with funding, free legal and business advice.*
- What do you think the judges take into consideration when choosing a winner?
- Do you think such award schemes are a good idea? Why?/Why not?

2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.

- Beginnings of business
- Challenges & milestones
- Advice to potential entrepreneurs

EXAM FOCUS Matching

3 Read the article again. Match texts A–C with questions 1–8. The texts may be chosen more than once.

In which text does the young entrepreneur mention:

- that having another source of income is highly desirable? (A)
- an area where their age proved a disadvantage? (C)
- a view that regular income is not guaranteed? (B)
- an opinion that it is worthwhile to wait for the results of your work? (B)
- their efforts to remain optimistic against the odds? (A)
- an outcome that was unexpectedly successful? (B)
- a criticism of trying to work alone? (A)
- an opinion about what is most important in an employee? (C)

WORD STORE 5E Collocations

4 Complete WORD STORE 5E with the verbs in the box. Use the article to help you if necessary.

5 Write five questions you would like to ask one of the Enterprise Awards winners using the collocations in WORD STORE 5E.

6 **SPEAKING** Discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.

7 Complete the sentences with the correct form of the collocations in blue in the article.

- Before launching our product globally we used social media to *gauge* consumer *opinion* here in the UK.
- I didn't *realise the potential* of Twitter as a marketing tool until I read an article in a business magazine.
- Most investors expect to *see a return* on their money within a couple of years of buying shares.
- Although there are seasonal *fluctuations in revenue* generated by the hotel, the business remains profitable.
- Simon still has a lot to learn as a salesman but he certainly *has a great rapport with* customers.
- Joanne is not a very experienced businesswoman. She *is fresh out of* college.
- The course was extremely practical and what I learnt on it gave me *a flying start* to my career.

8 Complete the table with the correct form of the underlined words in the article.

ADJECTIVE	NOUN
<i>restless</i>	<i>restlessness</i>
<i>tenacious</i>	<i>tenacity</i>
<i>curious</i>	<i>curiosity</i>
<i>prosperous</i>	<i>prosperity</i>
<i>perseverant/persevering</i>	<i>perseverance</i>
<i>hyper-competitive</i>	<i>hyper-competitiveness</i>
<i>competent</i>	<i>competence</i>

9 **SPEAKING** List the qualities from Exercise 8 that you possess. Discuss how these qualities prove useful at school or in social life.

You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.

REFERENCES

Intelligent key p. 208

WORKBOOK

pp. 54–55

NEXT CLASS

Ask students to do *Show what you know 5.3* in the WB, p. 56.

Meet some of the winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as
 5 a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!
 A challenge is knowing who to trust and where to gain feedback. I talk through
 10 decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.
 I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities
 15 when they came my way, being **tenacious** and saying 'yes'. I try to look for positives in everything, even when things are really tough.
 However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this
 20 is the best scenario!



B

Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was **curious**
 25 to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could
 30 buy them.
 Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as **prosperous** as we have. In fact, it
 35 was simply a passion I had for creating things, which ended up giving me **a flying start** to a career as an entrepreneur.
 Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our
 40 website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access
 45 international markets through the Internet.
 I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its **restless**
 50 nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and **perseverance** and a dose of good luck, you will eventually **see a return**, though.

C

Ry Morgan: Pleasecycle Exercise App

I guess recruitment has been one of our biggest challenges. I **was fresh**
 65 **out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a **hyper-competitive** space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.
 70 Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.
 75 And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their **competence**. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in
 80 the long term, rapport and fitting in with the culture are more important.



-ing forms

I can use various structures with -ing forms.

- 1 **SPEAKING** Look at the jobs in the box. Discuss which of them you would like to apply for and why.

barista landscaper pet groomer
shelf stacker usher

- 2 **SPEAKING** Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

Exercise 2

Pros: self-development

Cons: working may be detrimental to school grades

Is working part-time BAD for your grades?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while studying** may be detrimental to high school grades.

Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

Having worked throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the GRAMMAR FOCUS and find an example of each structure in the text in Exercise 2.

GRAMMAR FOCUS

-ing forms

You use -ing forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after *on* at the beginning of a sentence to mean *as soon as*
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after *with* + subject when the subject is not the same in both clauses.

Note: You use possessive adjectives (*my*, *his*, etc.) or object pronouns (*me*, *him*, etc.) if the subject of the -ing forms is different from the subject of the sentence, e.g. **They** are worried about **him** flunking his exams.

Exercise 3

subject: working while studying

after certain verbs:

appreciated my getting

after

prepositions: in saving

after on: On seeing

cause and effect: Being motivated

sequence of events: Having worked

after with + subject: With more and more young people not doing well



- 4 Complete the sentences with the correct form of the verbs in brackets. Add extra words where necessary.

- 1 I can't help **being considered** (consider) irreplaceable. Even if I'm not.
- 2 She supported **me/my being sacked** (I/sack) – which really upset me.
- 3 **Not having received/Not receiving** (not/receive) good results, I stand little chance of getting into uni.
- 4 **Having been given** (give) the job, I now regret applying.
- 5 He was in the middle of **being told off** (tell off) when I walked into the room.
- 6 **Not having** (not/have) a reliable source of income can be a strain on any family.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between two and five words in each gap.

- 1 You develop a better sense of responsibility when you earn your own money. **DEVELOPS**
Earning your own money develops a better sense of responsibility.
 - 2 I really don't like to be told what to do. **DESPISE**
I **despise being told** what to do.
 - 3 The concern my parents have is that I work too hard. **ABOUT**
My parents **worry about me/my** working too hard.
 - 4 To be successful in life you are required to work hard. **BEING**
Being successful in life requires you to work hard.
 - 5 I tell my parents as soon as I receive any exam results. **ON**
On receiving exam results, I immediately tell my parents.
 - 6 The job market has got increasingly competitive so it's essential to have good qualifications. **WITH**
With the job market getting increasingly competitive, good qualifications are essential.
- 6 **SPEAKING** Choose three of the sentences in Exercise 5 that you agree with and discuss.
- 7 Make a short list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar pages 133–134

EXTRA ACTIVITIES

- Photocopiable resource 14 (gerunds – 15 min.) pp. 215, 241
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 56, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.3, Grammar.

5.4

USE OF ENGLISH

Prepositional phrases

I can use various prepositional phrases with **by**, **at**, **to** and **in**.

- SPEAKING** Read the cartoon captions. Discuss which of them you find more amusing and why.
- Read the **LANGUAGE FOCUS** and look up the meaning of the prepositional phrases.

LANGUAGE FOCUS

Prepositional phrases

BY	accident	AT	a loss
	all means		fault
	chance		sea
	means of		sb's disposal
TO	virtue of	IN	the end of the day
	a certain degree		advance
	date		any case
	my mind		the long run
	no avail		the wrong
	some extent		vain

- Look at the phrases in the box and find their synonyms in the **LANGUAGE FOCUS**. Then write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.

by accident in vain in the wrong
by means of at a loss to some extent

by accident = by chance

- Choose the correct option.

- A: You've been trying ¹in vain / in the long run / by all means to find a better job for ages.
B: Yes, I know. And it's all ²at sea / to no avail / in any case. I guess I'm here for life.
- A: Oh no. I've broken the printer again. It was ³by accident / at fault / by all means – I promise.
B: I'm ⁴in any case / in the wrong / at a loss to explain how you do it. That's the third time this month.
- A: I've managed to save some money ⁵by means of / by accident / to some extent working overtime.
B: Well, ⁶in the long run / to some extent / to date I'm jealous. I don't want the extra work but I could save some money!
- A: I love my new job. ⁷In the long run / At the end of the day / To date I hope to be the boss one day.
B: I'd hate to be a boss. You have to be ⁸at fault / by virtue of / at everybody's disposal the whole time.
- A: I appreciate the money's not very good but ⁹to my mind / by means of / to no avail gaining experience is the most important thing.
B: I agree ¹⁰in advance / to my mind / to a certain degree – but money's good to have!



I'm all at sea when it comes to working the new washing machine.



To my mind, you should change your hairstyle.

- Complete the text with appropriate prepositional phrases from the **LANGUAGE FOCUS**. Sometimes more than one answer is possible.

Well, I agree with my boss ¹a certain degree but I can't say she's one hundred percent right. I mean, ²the end of the day it's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's ³the wrong. I will admit, however, that she's been very helpful ⁴date and she's always been ⁵my disposal whenever I've needed some help. For example, when I was trying ⁶vain to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was ⁷a loss for inspiration and gave me a few ideas to work with. ⁸my mind that's more important than agreeing with everything she says – after all, I am here to learn ⁹virtue of gaining experience.

- SPEAKING** Discuss the questions.

- When was the last time you tried something in vain? What was it? How did it end?
- Do you have trouble admitting when you are in the wrong? Why?
- Can you name a few things you prefer to do in advance?
- When were you last at a loss for words?
- At the end of the day, what are your language learning objectives?

Exercise 3

in vain = to no avail
in the wrong = at fault
by means of = by virtue of
at a loss = at sea
to some extent = to a certain degree

WORKBOOK

p. 57, including Show what you've learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 5.4, Use of English.

Multiple choice

I can understand specific details in a radio programme.

- 1 **SPEAKING** Look at the photo of two people waiting for a job interview. Discuss how they feel and what is going through their minds.
- 2 **SPEAKING** Discuss the questions.
 - 1 Have you ever been interviewed? For what?
 - 2 Was it a relaxing or a stressful experience? Why?
 - 3 What advice would you give someone attending a job interview?
 - 4 What common mistakes do people make in interviews?
- 3 **2.15** Listen to a radio programme about interview techniques and answer the questions.
 - 1 Do you agree with the advice given?
 - 2 Would you change any of your suggestions in Exercise 2? Why?/Why not?

EXAM FOCUS Multiple choice

- 4 **2.15** Listen again. For questions 1–6, choose the correct answer A–D.
 - 1 What does Jonathan recommend as effective preparation for a job interview?
 - A documenting your complete range of skills
 - B** developing the right mental attitude
 - C researching the company and their target market
 - D predicting the questions the interviewer might ask
 - 2 What does Carole say is most important when she meets a prospective employee?
 - A** a positive outlook
 - B a polite and civilised manner
 - C the candidate's body language
 - D a candidate's general appearance
 - 3 Jonathan and Carole both say that
 - A candidates should avoid errors if possible.
 - B having the ability to learn from your mistakes is crucial.
 - C** an unwillingness to admit errors is undesirable in a candidate.
 - D the occasional mistake won't negatively affect your chances.
 - 4 What does Jonathan say about being mentally prepared for an interview?
 - A Treat each interview as seriously as possible.
 - B Strive to be completely calm on the day.
 - C** Don't exaggerate the importance of the interview.
 - D Be realistic about your chances.
 - 5 How does Carole feel about the interview she did?
 - A** It is an amusing story that reveals a serious point.
 - B It demonstrates that all interview strategies are to be avoided.
 - C It shows why it is beneficial to take a risk and try something new.
 - D It highlights how embarrassing a candidate's performance can be.
 - 6 What do Jonathan and Carole both think is essential for success in an interview?
 - A weighing your words
 - B persevering when things are going badly
 - C being prepared but not overly prepared
 - D** trusting your instincts and being honest

**WORD STORE 5F** Word building

- 5 **2.16** Complete WORD STORE 5F with noun forms of the adjectives in the table. Then listen and check.
- 6 Complete the sentences with the nouns in WORD STORE 5F.
 - 1 He didn't give up when he failed and expressed a willingness to take the test again.
 - 2 He showed great resourcefulness and found out almost everything about the job.
 - 3 Everyone appreciated her authenticity. She never came across as fake or phony.
 - 4 Her boss liked her adaptability – how she could work in many different fields.
 - 5 She showed real persistence and after seemingly endless interviews, finally got the job she wanted.
 - 6 Having self-assurance and believing that you can succeed is important in work.
 - 7 She is incapable of admitting she is wrong – she has a complete lack of humility.
 - 8 It's always better to say what you feel – sincerity is the greatest of virtues.
 - 9 My teacher told me he liked the enthusiasm and keenness to learn.
- 7 **SPEAKING** Discuss the questions.
 - 1 Which qualities from Exercise 5 do you think would help you most in an interview?
 - 2 How about in a career you would like to have? Why?

REFERENCES

Audioscript pp. 189–190
Intelligent key p. 208

WORKBOOK

p. 58

Buying time

I can use stock phrases to gain and keep the turn when responding to questions.

1 SPEAKING Look at the photo of a student in an interview with a job counsellor, then discuss the questions.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

2 **2.17** Listen to an interview between the student and the counsellor and answer the questions.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

3 **2.17** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

*depends interesting know
see thought tough truth*

SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

Buying time

(Hmm,) let me ¹*see*/think about it ...

(In actual fact,) I've never really ²*thought* about it/considered it/been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me a second?

(I mean,) to be honest with you .../to be frank .../to tell you the ³*truth* ...

(Actually,) it's kind of a ⁴*tough* /a tricky one ...

(Well,) all I can say/all I ⁵*know* is that ...

(Come to think of it,) that's an ⁶*interesting*/a difficult question ...

(I suppose) it ⁷*depends* on what you mean/you're referring to ...



4 Complete the dialogue between Dylan and his teacher with the words in the box.

(blank honest requires *tough* truth)

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a ¹*tough* one. Let me see. Tragic; I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That ²*requires* a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone ³*blank*. Can you give me a second?

T: Of course.

D: Well, to be ⁴*honest* with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the ⁵*truth*, sir, I meant to but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

5 SPEAKING Choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

- 1 You have done something wrong at school and have to explain your actions to the head teacher.
- 2 You meet your new friend's parents for the first time.
- 3 You are interviewed in a shopping centre by a team from the local TV news.

6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?

Exercise 2

1 Was your journey OK? Make yourself at home. That's what we're here for.

2 Vet, chef's apprentice, chef, hairdresser

3 Jobs which require or don't require a lot of studying. Becoming a vet requires a lot of studying, while becoming a chef or hairdresser requires less.

4 She used expressions to fill time: Well, let me see ... Hm, to tell you the truth ... Actually, it's kind of a tough one ... That's an interesting question ...

5 E.g. at a job interview, telling a white lie, making an excuse, saying something you know will be upsetting, when trying not to answer the question

WRITING

5.7

An essay

I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.

Exercise 4

- Portfolio working provides the opportunity for individuals to work in many different fields. They can use different talents. They can choose their own career and have a better work-life balance.
- E.g. two days in a software company, two as a journalist and one volunteering.
- The author does not answer this question.
- Anxiety if they can't manage well, financial uncertainty.
- It offers the great variety, but it may not be suited for e.g. people uncomfortable with risk.

1 SPEAKING Discuss the questions.

- Do you know what you want to do when you leave school or university?
- If not, how will you decide?
- If you do know, what helped you make a decision?

2 Read UK TODAY and answer the questions.

UK TODAY

Portfolio working is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

- What advantages and disadvantages to portfolio working can you think of?
- Do you think portfolio working would suit you personally? Why?/Why not?
- Given the choice, which two or three careers would you like to combine?

3 Read the task and answer the questions.

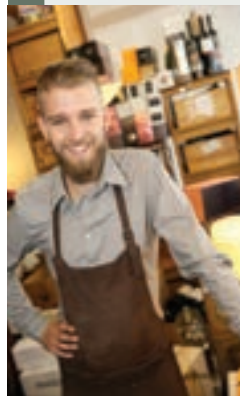
Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- developing a variety of skills and knowledge,
- potential risks,
- career building.

- What could be the advantages of developing a variety of skills and knowledge through portfolio working?
- Describe your idea of an average working week for someone engaged in portfolio working.
- Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers?
- What are the potential risks of working in two or three different fields at the same time?
- What is your overall opinion on 'portfolio working'?

4 Read the essay. How does the author answer the questions in Exercise 3?

Portfolio Working



It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, **what is most important to consider** when deciding if portfolio working is suitable for you?

To begin with, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. **What this means is** that someone with computer skills, **for instance**, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, **this is not to say that** there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

Perhaps a more important aspect to consider, however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. **There is also** the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. **It can be argued**, though, **that** the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

On balance, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. **Nevertheless, we should remember that** it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

WORKBOOK

pp. 60–61, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 5 (lessons 5.1–5.7, Word list on pp. 152–153 in the SB).

- 5 Read the **WRITING FOCUS** and make a list of phrases in purple in the essay for the points below.

WRITING FOCUS

An essay

Introduction

- Give a general introduction to the topic.
It is often said that ...
This is a controversial topic ...
It is generally maintained that ...
- Lead into the discussion.
what is most important to consider ...
However, there are different views ...
What can be done?

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.
To begin with .../Perhaps a more important aspect to consider, however ...
In the first place, ...
The main thing to remember is that ...
- Follow this with examples to support and/or clarify your point. *... for instance .../What this means is .../There is also ...*
For example,/A case in point is ...
This is illustrated/shown by ... (supporting)
In other words .../That is to say ... (clarifying)
- Introduce an opposing point to show you take a balanced view. *... this is not to say that ...*
It can be argued ...
Despite this, ...
A possible criticism is that ...

Conclusion

- Indicate the end of the essay with a summary statement. *On balance ...*
In conclusion, ...
On the whole, ...
Taking everything into account, ...
- Give your point of view. *Nevertheless, we should remember that ...*
In my view ...
It is clear that ...
There is no doubt that ...

- 6 Complete the sentences with appropriate phrases from the **WRITING FOCUS** and the word in capitals.

- It is generally maintained that* an internship offers students valuable experience.
MAINTAINED
- The main thing to remember is that* it provides a chance to interact with experienced professionals. **REMEMBER**
- In other words*, it enables students to learn how to work in a professional environment.
OTHER
- Despite this*, it is argued that internships frequently exploit free labour. **DESPITE**
- Taking everything into account*, internships are beneficial as they expose students to the working world. **ACCOUNT**

- 7 Read the **LANGUAGE FOCUS**. Then find examples for the points below in the essay on page 60.

LANGUAGE FOCUS

Writing cohesive texts

You can connect the ideas in the text by:

- synonyms** or words from the same family.
*Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- substitution**: *one/ones* instead of a word already mentioned.
*Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- reference**: *this/that/it/they* instead of a phrase or section of text.
*Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- linkers**: conjunctions and adverbs.
***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

- 8 Complete the text with the words in the box.

amount back backer enterprise
however investment one this

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to ¹back you comes in. Whoever it is, perhaps a family member or friend, a ²backer will supply you with the necessary cash to begin. Remember, ³however, that any serious investor will want a return on his/her ⁴investment. ⁵This may be a share of your ⁶enterprise or interest on the original ⁷amount given to you. Think carefully about which ⁸one will suit you before you agree to terms.

- 9 Find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.
Synonyms: business, enterprise; money, investment, cash, amount; backer, investor; starting, begin
Word families: investor, investment; back, backer
Substitution: a share or interest ... *one*
Reference: ... a return on investment ... *This* may be ...
Linkers: however

SHOW WHAT YOU'VE LEARNT

- 10 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Young people often consider setting up their own business rather than looking for a permanent position. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- initial investment,
- competition,
- personality.

Exercise 7

Synonyms: to work, employed, job, employment

Substitution: talents ... *one*

Reference: ... traditional 'job for life' is on the way out ... If *this* is true; portfolio working ... *it*; ... work in many different fields. What *this* means ... Working in *this* way; ... is choice ... *this* freedom

Linkers: since, in addition to, however, also, thus, though, nevertheless, particularly

VOCABULARY

Exercise 4

- 1 I clearly remember him mention(ing) a salary increase.
- 2 The author of the article about interns objects/ objected to their not being paid.
- 3 At first, my parents did not approve of my choosing journalism as a career.
- 4 Being an entrepreneur means (your) being ready to take risks.
- 5 Don't let this bad experience discourage you from following your chosen career.
- 6 When you start your own business, you should focus on getting results.

1 Complete the sentences with the words in the box.

foot hit incentives jump-start
slaving tabs take

- 1 Many larger companies offer incentives to attract and retain staff.
- 2 In order to get a foot in the door, it can be a good idea to take a lower position than you really want.
- 3 Multinational organisations regularly take on new employees because of high staff turnover.
- 4 There is nothing worse than having a boss who keeps tabs on everything you do.
- 5 Experience will help you hit the ground running if you set up your own business.
- 6 Getting some basic training can be a good way to jump-start a new career.
- 7 In smaller companies you can find yourself slaving away for a pittance and struggling to save.

2 Choose the correct option.

It can be hard at first to stand ¹up / down / out for yourself when you're the newest member of staff – and if you are fresh ²through / out of / in to university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people ³out / off / around, you really have little choice other than to put ⁴by / out / on a brave face and do what you're told. This may mean taking on too much – in which case you will quickly find yourself snowed ⁵in / under / out with work. Once again, you just need to press ⁶on / out / through and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make ⁷out of / off with / up for it.

3 Complete the sentences with the correct forms of the words in capitals.

- 1 This applicant seems perfect for the job. **APPLY**
- 2 Did you hear that Ali's leaving? He's got a job with our main competitor. **COMPETE**
- 3 The government are tackling unemployment by offering retraining to thousands of jobless people. **EMPLOY**
- 4 The company has been losing money for years. You can only put it down to bad management. **MANAGE**
- 5 I've decided I need some training. I'm off to speak to the head of HR. **TRAIN**
- 6 AKP Chemicals are in the process of a big recruitment programme. Why don't you apply? **RECRUIT**
- 7 We've got only one more interviewee to speak to and then we need to make our decision. **INTERVIEW**

GRAMMAR

4 Write sentences from the prompts. Add extra words where necessary.

- 1 I / clear / remember / him / mention / salary increase.
- 2 the author / article / about / interns / object / their / not be / pay.
- 3 at first, / my parents / not approve / my / choose / journalism / as a career.
- 4 be / an entrepreneur / mean / be / ready / to take risks.
- 5 not let / this bad experience / discourage / you / follow / your / chosen career.
- 6 when / start / your own / business, / you / should / focus / get / results.

5 Complete the sentences with the correct -ing form of the verbs in the box. Where necessary, add the correct forms of the words in brackets.

accept have learn retire
sack see take tell

- 1 I was anticipating being/getting sacked. So you can imagine my relief when I was given a promotion instead.
- 2 Taking photos during the show is strictly prohibited.
- 3 (He) His/Him telling me the bad results of the interview nearly broke my heart.
- 4 On learning about Gerald's resignation I immediately applied for his job.
- 5 Janet was angry about having/having had to work another evening shift last night.
- 6 Having retired, James finally moved to the country.
- 7 (They) Their/Them being accepted on the training course is great news! Lucky them!
- 8 I can't bear seeing her so unhappy. Can't she find another job?

USE OF ENGLISH

6 Complete the sentences with at, in, by or to.

- 1 I know she's right to some extent but I still think her decision to sack him was harsh.
- 2 Just ask if you need any help. I'm completely at your disposal.
- 3 Older workers are, by virtue of their life situation, considerably more reliable.
- 4 I'm at a loss to explain where the money is.
- 5 Barbara's been trying to contact him all day – and to absolutely no avail.
- 6 Personally, I'd say she's one of the best managers we've had here to date.
- 7 By all means, take the rest of the day off.
- 8 He's a good worker but at the end of the day it has to be last in, first out.
- 9 I hear Rob's been trying in vain for years to get a management post.

REFERENCES

Audioscript p. 191
Intelligent key p. 208

EXTRA ACTIVITIES

- Photocopiable resource 15 (Writing – 10 min.) pp. 215, 242
- Class debate: It is a good idea for children to follow in their parents' footsteps and choose the same career path. (For instructions, see p. 181)

- Use of English 5, WORD STORE booklet, p. 10
- Extra digital activities: Listening and Use of English Checkpoints

7 Complete the text with one word in each gap.

Business is a joking matter



Fledgling business people may be better off practising stand-up comedy rather than signing up for academic courses or ¹ doing an internship. One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for ² following the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you ³ gain far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial ⁴ losses and result in bankruptcy. So, despite the need to make ⁵ ends meet, for the time being put off the idea of ⁶ founding/starting your own company and get practising your comedy routine!

8 Complete each set of three sentences with the same word in each gap.

- 1 a Water levels were rising and beginning to cover the fields.
b I was really surprised by parts of the exam. I'm sure we didn't cover some of the topics.
c I'm being sent to Prague for the week and the company is going to cover all my expenses.
- 2 a Most new businesses don't see a decent return for a couple of years.
b I can't wait for Matthew's return. I haven't seen him since 2015.
c Train travel is much cheaper if you buy a day return.
- 3 a I know it might rain but let's take a chance on it. It's been ages since we've had a picnic.
b You stand little chance of gaining employment with no experience.
c I met her completely by chance. I never even knew she was back in the country.
- 4 a I'm completely at a loss to explain how it happened. I've no idea at all.
b After the loss of his father, he became head of the company.
c Many new ventures make a loss in the first year.

LISTENING

9 2.18 Listen to two colleagues discussing the results of a personality test. For questions 1–6, choose the correct answer A–D. You will hear the recording twice.

- 1 Which of these qualities is NOT listed in the test as a feature of being a thinker?
☒ A Being introverted.
B Listening rather than contributing.
C Preferring to reflect rather than take action.
D Tending not to compete for attention.
- 2 According to the next part of the test, what qualities do Marcia and Rob share?
A They are able to think creatively.
B They are resourceful.
☒ C They look for realistic solutions.
D They like to see the whole picture.
- 3 Why does Rob bring up the Higgins case?
A To justify a decision he made.
B To provide evidence of one of Marcia's skills.
C To disprove the results of the test.
☒ D To support the results of the test.
- 4 What do the two speakers agree on in regard to Rodgers?
A He wasted a lot of the company's money.
☒ B He was rightly released by the company.
C He made no contribution to the company.
D He showed no interest in developing himself.
- 5 Which of the following does NOT describe Marcia?
A She tends to be very detail oriented.
☒ B She thinks you can never be too well-prepared.
C She is reliable and always on time.
D She needs deadlines to help her perform.
- 6 Which statement is true?
A Both speakers find tests like these generally very accurate.
B Managers rarely find such tests a valuable corporate tool.
C Rob is unconvinced by the usefulness of such tests.
☒ D Marcia is sceptical about the validity of such tests.

WRITING

10 Read the writing task and write an essay.

You have had a class discussion on different ways to obtain advice about how to choose a career path. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- consulting the school careers adviser/counsellor,
- interviewing someone inside the industry,
- talking to friends and relatives.

NEXT CLASS

- Ask students to do Self-check 5.8 in the WB, pp. 62–63 as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

5 Big idea, big business



BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

- Do you know anyone who runs their own business?
- What are the advantages and disadvantages of running your own business?

2 Complete the phrases and collocations in bold with the words in the box.

(business leap savvy trend up viable)

- Sometimes you have to **take a** leap to achieve your aims.
- I hired a web designer because I'm not very **tech** savvy.
- There's currently a **booming** trend in health apps.
- They employed hundreds of people to **scale** up the business.
- She has a new business plan but I'm not sure it's **commercially** viable.
- We manufacture a range of products, but our **core** business is luxury handbags.

WHILE YOU WATCH

3 Watch the video and check your answers in Exercise 2. Which business would you invest in? Why?

4 Watch the video again. Do the statements refer to Timothy (T) or Pippa (P)?

He/She ...

- can draw on their experiences running a prior business. (T)
- believes knowing when to seek help from others is an important quality to have. (P)
- thinks the only way to develop a business is to become an expert in the basics first. (P)
- believes it is important to emulate other successful people to get where you want to be. (T)
- runs a business that has grown due to evolving habits and lifestyle choices. (T)
- believes that finding the right business associates can be difficult. (P)

AFTER YOU WATCH

5 SPEAKING Discuss the questions.

- What's more important when starting a business – self-belief and passion or a good product?
- Would you like to be the CEO of your own company? Why?/Why not?

FOCUS ON LIFE SKILLS

Self-management: developing a growth mindset

6 SPEAKING Read the comment. Then discuss if you ever feel like this and what you usually do in this situation.

This task is impossible. I can't do it. Anyway, I always get bad marks, so there's no point in trying.

7 Read the information below and complete the pairs of sentences with the same word in the box. Which statement in each pair, a or b, describes someone with a growth mindset?

Carol Dweck is an American Psychologist who identified two mindsets that explain how different people approach challenging tasks and situations.

People with a fixed mindset believe that intelligence is predetermined and there is little they can do to change this. People with a growth mindset believe that intelligence can be developed and improved through hard work and effort.

(challenges difficult effort
feedback mistakes stuck)

- a I embrace challenges. / b I avoid challenges.
- a I can learn from my mistakes. / b Mistakes should be avoided at all costs.
- a Making an effort means you're not good at something. / b Effort is essential for success.
- a I give up when something is difficult. / b I keep trying when something is difficult.
- a Feedback tells me how to improve. / b Feedback tells me what I'm bad at.
- a I feel frustrated when I get stuck. / b I stay calm when I get stuck.

Growth mindset statements are: 1a, 2a, 3b, 4b, 5a, 6b

8 SPEAKING Do you have more of a growth mindset or a fixed mindset? Discuss with a partner and give examples.

9 Work with a partner. Your teacher has asked you to help encourage the younger students in your school to develop their growth mindsets. Work with a partner and follow the instructions:

- Choose one of the fixed mindset statements in Exercise 7 and think of as many ways as possible to overcome that way of thinking.
- Choose the best advice and create a poster or infographic to be displayed in their classroom.

REFERENCES

Videoscript pp. 203–204

5.3 -ing forms

Types of gerunds

There are several types of -ing forms:

- simple -ing forms:
***Doing** freelance work has many advantages.*
- perfect -ing forms – having + Past Participle:
***Having spent** many years working in the hotel industry, two years ago she decided to return to full-time study.*
- passive -ing forms – being + Past Participle:
*I absolutely despised **being given** menial tasks with limited responsibility just because I was an intern.*
- negative -ing forms – not + -ing:
*Jack turned down the internship in Amsterdam, **not realising** what an interesting experience he was missing.*
- combinations (negative perfect, negative perfect passive):
***Not having had** previous experience in sales, I found my first day at work very challenging.*
*Many employees complained about **not having been informed** earlier about the changes to the company's structure.*

Functions of -ing forms

The -ing forms has many different functions. We can use it:

- as the subject of a sentence:
***Working** from home is very convenient and helps you save a lot of money.*
***Smoking** is not allowed in any enclosed workplace.*
***Not having** regular hours in an office has some pros and cons.*
- after some verbs:
*I really **enjoy being** in charge of a large group of people.*
*My mother **postponed handing in** her notice until the following week.*

Some other verbs that are followed by the -ing forms:
admit, appreciate, avoid, consider, continue, delay, deny, despise, detest, dislike, endure, escape, fancy, go (for activities), imagine, involve, mention, miss, practise, prevent, resent, resist, risk, quit, save, suggest.
- after the verbs *feel, hear, overhear, listen to, see, notice* and *watch* with an object to indicate an incomplete action:
*I **saw Bethany giving** her speech. (I saw part of it)*
*I **saw Bethany give** her speech. (I saw all of it)*
*I **heard them discussing** the new project. (I heard part of the discussion)*
*I **heard them discuss** the new project. (I heard the whole discussion)*
- after all prepositions.
Prepositions which come after certain adjectives and verbs are followed by the -ing forms:
*She was **keen on setting** up her own business in the next few years.*
*After a few weeks of my internship in the office, I grew **tired of making** coffee and **photocopying** documents for everyone else.*

He's finally **succeeded in getting** hold of his line manager.
The majority of interns **complained about not receiving** any additional training.

- after *on* at the beginning of a sentence in the meaning of *as soon as*:
***On entering** the room with the panel of three interviewers, she started to tremble with anxiety. (= As soon as she entered the room with the panel of three interviewers, she started to tremble with anxiety.)*
***On being told** the news about the company's closure, my father collapsed on the sofa. (As soon as he was told the news about the company's closure, my father collapsed on the sofa.)*
- in complex sentences where the subject is the same in both clauses, to show the sequence of events:
***Turning** left into Ashley Road, we saw our new office premises in central Bournemouth. (After we turned left into Ashley Road, we saw our new office premises in central Bournemouth.)*

We can also use the perfect -ing form when we want to emphasise that one activity finished before the other:
***Having finished** the report, Sarah switched off her computer and left the office. (= After finishing the report, Sarah switched off her computer and left the office.)*

This structure is also used to indicate cause and effect:

***Being** a new intern, I was a little unsure of what to do. (= I was a little unsure of what to do because I was a new intern.)*
***Not knowing** where to go, I asked the receptionist where the interview was supposed to take place. (= I asked the receptionist where the interview was supposed to take place because I didn't know where to go.)*

We can also use the perfect -ing form when the cause happened in the past:

***Having resigned** from his job, Ian couldn't afford to go on holiday abroad. (Ian couldn't afford to go on holiday abroad because he had resigned from his job.)*

- in complex sentences after *with* + subject when the subject is not the same in both clauses:
***With the economy continuing** to struggle, the unemployment figures are still very high. (two different subjects: the economy and unemployment)*
- after certain expressions.
Some expressions are followed by a verb ending in -ing, e.g. *a waste of money/time, can't help, can't stand, have difficulty (in), it's (not) worth, it's no good, it's no use, spend/waste/lose time or money, there's no point (in)*:
***It's no good applying** for jobs you haven't got the relevant experience for.*
*For the first month the new employee **had difficulty in fulfilling** his duties.*
*Robert **spent hours trying** to revise his CV.*

Note:

When the verb and the *-ing* forms refer to different subjects, we use possessive adjectives (*my, his, their*, etc.) or object pronouns (*me, him, them*, etc.):

Are you sure your parents **don't mind your/you working long hours?** (= Are you sure that it's okay with your parents that you work long hours?)

Are you sure your parents **don't mind working long hours?** (= Are you sure that it's okay with your parents that they work long hours?)

He **insisted on my/me staying** at work longer for the whole week. (= He demanded that I stay at work longer for the whole week.)

He **insisted on staying** at work longer for the whole week. (= He kept staying at work longer for the whole week.)

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- Have you ever considered taking (consider/take) a year off work?
- In our company (be/salesperson) being a salesperson involves travelling around the country.
- Tom's mother can't imagine him/his working (imagine/he/work) in the medical field.
- On (offer/internship) being offered an internship, you are expected to contact the company as soon as possible and confirm your acceptance or rejection of the offer.
- When Olivia started working here, she had difficulty (in) getting (difficulty/get) to grips with our database.
- I apologised for not finishing/for not having finished (not/finish) the project before the deadline.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- Our new intern is very young, but she doesn't like it when people treat her like a child. **RESENTS**
Our new intern is very young, but (she) resents being treated like a child.
- It doesn't make sense to send off your CV to this company because you don't have the right qualifications. **POINT**
There's no point (in) sending (off) your CV to this company because you don't have the right qualifications.
- Their complaint was that they were not offered any training options. **ABOUT**
They complained about not being offered/not having been offered any training options.
- You make a better impression at a job interview when you wear smart clothes. **MAKES**
Wearing smart clothes makes a better impression at a job interview.
- Most skilled jobs depend on technical knowledge, so it's vital to acquire it at school. **WITH**
With most skilled jobs depending on technical knowledge, it's vital to acquire it at school.
- I didn't even think of looking for another job because I didn't know that our company was on the verge of going bust. **NOT**
Not knowing that our company was on the verge of going bust, I didn't even think of looking for another job.

6.3 Advanced comparative structures

Combined comparison with *the*

We use *the* + comparative adjective ..., *the* + comparative adjective ... to say that one thing depends on another thing or to show that two things change together. We can form this structure in three different ways:

- the* + comparative adjective + subject + verb, *the* + comparative adjective + subject + verb:
The earlier we leave, **the sooner** we'll arrive at the airport.
The more dangerous our holiday is, **the more** we like it.
- the* + comparative adjective + noun, *the* + comparative adjective + noun:
The closer to the beach, **the more expensive** the hotel.
The more luxurious the hotel, **the higher** the price.
- the* + comparative adjective + *the better* – a short form of the structure:
The sooner the better.

Progressive comparison

- comparative adjective + *and* + comparative adjective.

We use this structure to indicate that something is changing all the time:

*Pet-friendly cottages in Cornwall are becoming **easier and easier** to find.*

*Off-the-beaten-track holidays are **more and more popular** among young people.*

*As my parents grow older, they become **less and less adventurous** when it comes to travelling.*

as and such

- as + adjective + a + noun + as:
*It turned out that North Tanzania wasn't **as exotic a place as** we had imagined.*
*I wish I could be **as prolific a travel writer as** my grandfather was in his early thirties.*
- such a + adjective + noun + as/that clause:
*To be honest, it wasn't **such a bad journey as** we had dreaded.*
*Going to live in India for a year wasn't **such a life-changing decision as** I had wanted it to be.*
*The whole trip was **such an off-putting experience that** we decided against visiting this place again.*
*It was **such a dark night that** we got lost on our way back to the campsite.*

Contrasting two connected qualities

- more + adjective + *than* + adjective.
In this structure we always use *more* + adjective, even with short adjectives that normally form a comparative with *-er*:
*I was **more confused than angry** when the travel agent explained the complaints procedure to us.*
*The comedy we watched on our flight was **more dark than funny**.*