

# TRAVELLING AND WORKING ABROAD AS AN ENGINEER



"You did it! A witches broom/plane hybrid."

# Travelling and working abroad as an engineer

## OBJECTIVES

### SPEAKING :

- Being able to talk about your different trips
- Talking about famous engineering feats around the globe
- Being able to explain why you would like to do your internship abroad
- Engineers' training in Germany



### WRITING :

- Preparing for academic writing: an essay on working abroad

### LISTENING :

- Understand the story of an American engineering student
- Understand a video dealing with apprenticeship in Germany
- Skyscrapers

### GRAMMAR :

- Review of the comparatives/superlatives
- Inversions in sentences (Not only... but also / little did I...): B2 Grammar
- Compound adjectives
- Passive structures when describing processes
- Grammar in context

### VOCABULARY :

- Travelling / Engineering feats
- Describing a company and talking about internships
- Dimensions

### CULTURAL KNOWLEDGE :

- The Top 5 engineering destinations to see before you die
- Famous engineering feats around the world
- Apprenticeship in Germany

## YOUR FINAL TASK: INTERNSHIP PRESENTATION (with slides)

You dream to go abroad for your internship.

Research a company and country/city for an English-speaking internship (you can ask International Relations at Enim / 3rd Floor) N.B : Not necessarily in an English-speaking country.

Outline important information about the:

- **Company, products and processes:** what type of tasks could you be asked to carry out as an intern?
- **Country/city:** what are the top 5 things to visit and to do? Present **one feat of engineering**
- **Give a PERSONAL conclusion: Why there? Future projects? Expected difficulties?**
- Prepare a **10-minute presentation**. Your colleagues will act as jury members and will select the best candidate. (Slides)
- Presentation dates : to be defined

**1) What do you already know in terms of vocabulary?**

You teacher is going to give you a game entitled "half a crossword". You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues.

Take turns asking questions like; What's 3 across? or What's 5 down? You and your partner should answer by describing the missing word, e.g. "It's made of wood and used for writing." – pencil

**2) Genially: Discover new expressions thanks to the activity displayed on the board and write them below:**

- |    |     |
|----|-----|
| 1) | 10) |
| 2) | 11) |
| 3) | 12) |
| 4) | 13) |
| 5) | 14) |
| 6) | 15) |
| 7) | 16) |
| 8) | 17) |
| 9) | 18) |

**3) Speaking: PAIR work of group of 3 students max****a) Take out your mobile phones and choose your favourite picture from your last holiday.**

Show the picture to your partners, talk about it and share the story behind the picture. Answer your partners' questions. **Use the collocations from the exercise above.**

**b) Now, discuss the following questions (REUSE THE VOCABULARY SEEN BEFORE):**

- 1) What was your best trip ever? Where did you go? What did you do? How did you go there?
- 2) Have you travelled abroad? Where have you been? If you haven't been overseas, which country would you most like to visit?
- 3) What was your worst trip.
- 4) What is the longest time you have been away from home?
- 5) What's more important to you when you travel - comfort and relaxation, or *stimulating* new experiences
- 6) Would you like to go abroad while at ENIM? Where? Why?
- 7) What's your favourite means of transport? Why?

**4) Grammar: Read the following sentences and questions carefully. Are they "correct" (C) or "incorrect" (I)? Write C or I in the blanks.**

1. What's the quicker way to get to London?
2. Driving is more boring than going by train.
3. This boat is as fast than your bike.
4. Traveling to Sweden was the most exciting trip that I have ever taken!
5. I'm not as taller as my brother.
6. The worse time of the day to drive by this avenue is between 7:00and 8:30 a.m.
7. Generally, women are carefuller than men.
8. You are the best friends that I have ever had!
9. My brother is older me.
10. People say Rio de Janeiro is always hotter than Buenos Aires.
11. Loic lives more far from the school than I do.
12. You are one of the most amazing classes I have ever had!

**COMPARATIVES:**

- a) Which sentences compare two things?
- b) Which two letters do we add to short adjectives (e.g. long) in these sentences?
- c) Which word do we use before long adjectives (e.g. powerful)?
- d) Which word do we use after the adjective when we compare two things?

**SUPERLATIVES:**

- a) Which sentences compare more than two things?
- b) Which three letters do we add to short adjectives in these sentences?
- c) Which word do we use before long adjectives?
- d) Which word do we use before short adjectives and before most + long adjectives?

## IRREGULAR ADJECTIVES:

a) Why are these words different?

- big
- heavy
- good/bad

### 5) Complete the table based on the answers in ex. 4

|                                       | SHORT<br>ADJECTIVES<br>(ONE SYLLABLE) | LONG ADJECTIVES<br>(TWO AND MORE<br>SYLLABLES) | EXCEPTIONS |
|---------------------------------------|---------------------------------------|------------------------------------------------|------------|
| TO COMPARE TWO<br>THINGS              |                                       |                                                |            |
| TO COMPARE<br>THREE OR MORE<br>THINGS |                                       |                                                |            |

## B2 GRAMMAR

### Progressive comparison

We can describe how something increases or decreases in intensity by repeating more or the same comparative adjective, with and between the forms:

- It gets **more and more** difficult to understand what is going on.
- House prices are getting **higher and higher**.

We can also use the adverb “increasingly”+ adjective to do the same.

- Doctors are growing **increasingly** concerned about his condition.
- Marketing techniques are becoming **increasingly** sophisticated.

### Double comparatives

We use double comparatives with “the” to say that one situation leads to another.

Note the use of the comma after the first clause.

- **The more** you read, **the more** you'll learn.
- **The more** I thought about it, **the less** I liked the idea.
- **The less** I see of him, **the better**!

We sometimes omit the verb be in the clauses:

- **The more** sophisticated the product, **the more** substantial the potential profit.

**Anything near as...as** : at all, in any way (used in negative statements)

I wasn't expecting **anything near as** good **as** this.

**Nowhere near as...as** : not nearly - He's **nowhere near as** popular **as** he used to be.

**Not in any way as...as / In no way as...as** : not at all

This second match was **in no way / not in any way as** exciting **as** the first.

**Not nearly as...as** : much less than : not at all - It's not **nearly as** late **as** I thought it was.

**Not anything like as...as**: not at all /not nearly

The exam wasn't **anything like as** hard **as** I expected.

**Nothing like as...as** : not at all /not nearly - Iron is **nothing like as** hard **as** diamond.

**No quite as...as** : not completely - The weather was **not quite as** nice **as** on our two previous trips.

**Not at all as...as** : definitely not - Fitting a floor is **not at all as** hard **as** it may seem

**6) Finish each of the following sentence in such a way that it is as similar as possible to the sentence before it.**

a) The Alps are a lot higher than the Pindus range.

The Pindus range is nothing \_\_\_\_\_

b) For me, doing menial tasks from 9 to 5 would certainly be preferable to being out of work.

I'd far \_\_\_\_\_

c) We used to be much closer than we are now.

We're nowhere \_\_\_\_\_

d) To hear him talk you'd think he owns the place.

He talks as \_\_\_\_\_

e) They're by no means as generous as their father.

They're far \_\_\_\_\_

f) Our special offer was taken up by as many as 70,000 people.

No \_\_\_\_\_

**7) Vocabulary:**

**Extremely good/bad**

Study the following adjectives and put them into the correct categories below.

appalling  
horrendous

awesome  
terrible

brilliant  
terrific

dreadful  
wonderful

Extremely good: \_\_\_\_\_

Extremely bad: \_\_\_\_\_

If you want to make an extreme adjective sound more extreme, you can use the word 'absolutely', e.g. *absolutely brilliant*, *absolutely dreadful*. But you cannot use 'absolutely' with ordinary adjectives.

Work in pairs. Take turns to describe something with an adjective above. Continue until all the adjectives have been used. For example: "Spain's performance in the World Cup was absolutely horrendous."

**8) Writing:**

On a separate sheet, write a short paragraph about **ONE** of the following topics (**use academic style, at least 5 comparative/superlative structures and one new adjective**)

- A) Plane or train?
- B) Traveling alone or with a group?
- C) Packaged tour or independent travel?
- D) Sea or mountain?

## Engineering destinations

### 1) WARM UP

According to you, what are the top 5 engineering destinations to see before you die?

Can you recognize these places?

What do you know about all these places? (Complete the gaps with a short grammar word)

If you're \_\_\_\_\_ engineer and you like \_\_\_\_\_ travel, there \_\_\_\_\_ some places that you just have to have on your bucket list. While there are countless engineering marvels across \_\_\_\_\_ globe and even more countless documentaries \_\_\_\_\_ all of them, some places you just have to see in person. Whether they're world wonders or feats of modern engineering, all of \_\_\_\_\_ places possess certain awe-inspiring qualities sure \_\_\_\_\_ make your trip worth it. Here \_\_\_\_\_ the 5 best engineering destinations that you need to see before you die!



## 2) The HOOVER DAM: (Audio track on Arche)



### 1) Listen to some tourists at the dam. What questions do they ask their guide?

-  
-  
-  
-  
-

### 2) Listen again and underline the numbers you hear:

- |                              |                             |
|------------------------------|-----------------------------|
| 1) 4 m kwh                   | 4 b kwh                     |
| 2) 35,369,000 m <sup>3</sup> | 35, 396, 000 m <sup>3</sup> |
| 3) 20.5 bar                  | 21.5 bar                    |
| 4) 2,250,000 m <sup>3</sup>  | 2,500,000 m <sup>3</sup>    |
| 5) 5,218                     | 5,280                       |
| 6) 1934                      | 1943                        |
| 7) 40°C                      | 44°C                        |
| 8) \$ 500,000                | \$ 1,000,000                |
| 9) \$ 1                      | \$1,25                      |

### 3) Find the numbers in 2 that refer to these things and say them aloud:

- 1) The amount of concrete they used
- 2) The average amount of electricity generated by the dam in a year
- 3) The capacity of Lake Mead
- 4) The hourly pay of a crane operator
- 5) The year most people worked on the dam
- 6) The maximum number of people working on the dam
- 7) The temperature the desert can reach
- 8) The water pressure at the bottom

### 4) Complete the sentences. Form the correct expression with the numbers in brackets.

- 1) At its base, the dam is two \_\_\_\_\_ metres wide. (thousand)
- 2) They spent \_\_\_\_\_ dollars constructing the dam. (million)
- 3) \_\_\_\_\_ people worked on the dam. (thousand)
- 4) The average monthly payroll was five hundred \_\_\_\_\_ dollars. (thousand)
- 5) The dam can generate over ten \_\_\_\_\_ kilowatt-hours a year. (billion)
- 6) Lake Mead holds more than thirty-five \_\_\_\_\_ cubic metres of water. (hundred)
- 7) \_\_\_\_\_ people died building the dam. (hundred)
- 8) Every year, \_\_\_\_\_ tourists visit the dam. (thousand)

## 5) Grammar review:

**5.1) Passive:** *Las Vegas – The entertainment capital of the world in the middle of the Nevada desert*

**Read the following sentences about Las Vegas and transform them into passive sentences.**

a) Millions of tourists visit Las Vegas every year.

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b) Many people lose high sums of money in the casinos.

---

c) Las Vegas is not only about gambling: World-class hotels attract people from all over the world.

---

d) One of them is the Stratosphere. Its attraction is a tower which is 350 -meters tall. American Casino & Entertainment Properties operate and own the Stratosphere.

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e) Between 2010 and 2013, the owners were renovating several parts of the hotel.

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f) MGM Resorts International opened the MGM Grand Las Vegas in 1993. It is the third-largest hotel in the world.

---

g) In the film Ocean's Eleven, Danny Ocean and his crew robbed the MGM casino.

---

h) Las Vegas, however, is not only what tourists get to see. Many critics are blaming the city for leaving the poor behind.

---

i) The construction of Hoover Dam has seriously affected the environment.

---

j) Hoover Dam prevented natural flooding of the Colorado river.

---

k) This eliminated many plants and animals.

---

### **3) Now let's work on 25 engineering feats around the world:**

**Visit the following website (scan the QR code on the right). Choose ONE feat of engineering you and your partner are interested in.**

<https://edition.cnn.com/travel/article/engineering-feats/index.html?gallery=7>

1) In pairs, you have 30 minutes to plan a mini-presentation. Please reuse some comparative and **superlative structures + new vocabulary + passive**  
(3 minutes)

- Ask a question to your audience
- Talk about your feats (origin, story, dimensions...)
- Give a few fun facts
- Give a personal conclusion
- Answer your friends' questions



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**(You will then present to other classmates in a speed dating way.)**

2) So, take turns practising presenting to your partner.

Give ideas/ feedback on how to improve.

Ask your teacher for help with any language and pronunciation.

3) Present!

## SKYSCRAPERS

1

### Warm up

Look at the photographs. Can you match the buildings to the names?

A) *Taipei 101*, Taipei, Taiwan

B) *The Empire State Building*,  
NYC, USA

C) *Burj Khalifa*, Dubai, UAE



1



2



3

1. Can you find out how high each of them is or how many windows they have?
2. Have you visited any of these skyscrapers? What did you think of them?
3. How important are such buildings in defining a nation?

## DIMENSIONS

Complete the table below.

| Adjective | Noun | Verb |
|-----------|------|------|
| deep      | 1.   | 5.   |
| high      | 2.   | 6.   |
| long      | 3.   | 7.   |
| wide      | 4.   | 8.   |

Now, choose the best word from the table to complete each sentence.

1. There is a proposal to \_\_\_\_\_ the course from three to four years.
2. Julio swam the whole \_\_\_\_\_ of the river, from one side to the other.
3. The idea is to \_\_\_\_\_ the river bed to prevent further flooding.
4. The council should \_\_\_\_\_ the road here because it's very narrow.
5. The \_\_\_\_\_ to the bottom of the pool is 1.9m.
6. The \_\_\_\_\_ of the bridge was increased after a truck got stuck under it.

### Measurement Quiz - Answer the questions below

- 1) Which piece of sports equipment is 274cm long, 153cm wide and 3cm high?
- 2) What is the distance (in km) from London to New York?
- 3) Which South American landmark measures 30 metre high and 28 metres wide?
- 4) Which object weighs  $5.9736 \times 10^{24}$  and has a circumference of 40,075.16km?

## 2

### Understanding the introduction

Part A: Number the following sentences from the introduction of the video from 1 – 8 in the correct order. The first one is done for you.

- \_\_\_\_\_ For most of architectural history, heavy building materials made it difficult for tall buildings to support their own weight.
- \_\_\_\_\_ But in 2004 construction began on a new building in Dubai, promising a revolutionary design that would dwarf the competition.
- \_\_\_\_\_ In 2009, the 828-meter *Burj Khalifa* was complete, surpassing the previous record-holder by over 60%.
- \_\_\_\_\_ So what innovations allowed for such a huge leap in height?
- \_\_\_\_\_ Each new contender was only slightly taller than the one before, and architects were running out of ways to top their previous efforts.
- \_\_\_\_\_ To compensate, taller structures had wider, thicker masonry at the base, making them substantially more expensive.
- 1 By the end of the 20th century, the race to build the world's tallest skyscraper grinded to a halt.
- \_\_\_\_\_ The arrival of industrial steel in the early 20th century helped buildings shed weight and stretch to new heights.



Watch the video (00:00 - 01:11) to check your answers.

Part B: Now find words or phrases in the introduction which mean the same as the following.

1. slowed down and stopped \_\_\_\_\_
2. a participant in a competition \_\_\_\_\_
3. be considerably larger than its competitors \_\_\_\_\_
4. overtaking \_\_\_\_\_
5. make up for \_\_\_\_\_
6. stonework \_\_\_\_\_
7. considerably \_\_\_\_\_
8. get rid of \_\_\_\_\_

Part A: Write the correct excerpts in the gaps in the definitions.

achieve a goal

an unusually wonderful

been done previously

believe or understand

can measure something

easy to damage

not easily destroyed

very thorough examination

1. vulnerable (adj.) \_\_\_\_\_ or destroy
2. sturdy (adj.) well-made, strong and \_\_\_\_\_
3. unprecedented (adj.) not happened or \_\_\_\_\_
4. strategically (adv.) in a manner that improves chances of winning or will help to \_\_\_\_\_
5. calibrate (v) to engineer something in a precise way so that it \_\_\_\_\_
6. staggeringly (adv.) in a manner that is so incredible that it is difficult to \_\_\_\_\_
7. scrutiny (n) a \_\_\_\_\_ of something
8. marvel (n) \_\_\_\_\_ person, object or achievement

Part B: Now complete the following sentences with another form of the words from Part A.

1. The level of security at Fort Knox is so high that its name is synonymous with \_\_\_\_\_. (vulnerable)
2. Medieval castles tended to be far \_\_\_\_\_ than modern-day buildings. (sturdy)
3. This court case is entirely without \_\_\_\_\_ and is likely to go down in history. (unprecedented)
4. I think I've come up with a winning \_\_\_\_\_ for Saturday's game. I'll explain it over a pint. (strategically)
5. It wasn't a serious accident, but it's affected the \_\_\_\_\_ of my car's speedometer. Now I've no idea how fast I'm going. (calibrate)
6. I'm absolutely \_\_\_\_\_ that he would ask you for help after all those horrible things he said to you. (staggeringly)
7. His tax returns have been \_\_\_\_\_ by the authorities and they can't find any evidence of wrongdoing. (scrutiny)
8. I've been \_\_\_\_\_ at your house all afternoon. It's seriously impressive. (marvel)

Now in pairs, answer the following questions

1. When was the last time you did something that was unprecedented for you? What happened? How did you feel?
2. Do you tend to buy clothes and shoes which are sturdy? Or would you rather buy something a little more delicate that doesn't last as long? Why?
3. What have you seen in your life that you would be able to describe as a marvel? Why?
4. Is your work in your job or as a student often under scrutiny? How does that make you feel? Do you think it's a positive or negative thing?

Read the following sentences. In pairs, discuss what you think the vocabulary in bold means.

1. Architects designed various countermeasures to prevent swaying and structural damage.  
\_\_\_\_\_
2. The architect swapped steel beams placed internally for a steel and concrete exoskeleton, making the building better equipped to resist the wind.  
\_\_\_\_\_
3. The building had exterior steel frames that were braced with concrete.  
\_\_\_\_\_
4. The *Burj Khalifa* has a central column supported by three protruding wings.  
\_\_\_\_\_
5. Central to the house's design was a large wooden support beam running through the centre.  
\_\_\_\_\_
6. When we started the renovations, we were careful to work around the load-bearing wall.  
\_\_\_\_\_
7. At the centre of the castle were several buttressed walls where we believe the treasury was.  
\_\_\_\_\_
8. Every several floors, one of the wings recedes a little.  
\_\_\_\_\_

Now watch the rest of the video (01:12 - 05:42) and choose the correct option to complete the sentences.



1. Due to their design, skyscrapers were especially at risk from ...
  - a. earthquakes.
  - b. uncontrollable fires.
  - c. gales.
  - d. damage from birds.
2. Fazlur Rahman Khan believed that the ... of the building should carry its weight.
  - a. external part
  - b. foundations
  - c. internal area
  - d. base
3. The advantage of using tubular frames was that they ...
  - a. could be created from fire-proof materials.
  - b. had a superior ability to absorb the force of heavy winds
  - c. allowed the weight of the building to be taken away from the foundations.
  - d. were less expensive to produce, but robust.
4. The element which made the architecture of the South Korean building unique was ...
  - a. it used the exterior of the building for the elevators.
  - b. its design enabled different sections of the building to support each other.
  - c. it was strengthened with heavy concrete support beams which allowed it to have 73 stories.
  - d. it contained three wings where previous buildings had only had two.
5. The *Burj Khalifa* contains ...
  - a. 163 floors.
  - b. 165 separate elevators.
  - c. a central staircase in case of emergency.
  - d. 163 of the most expensive apartments in the world.

6. Strong local winds are minimised due to the ...
  - a. X-shaped design
  - b. strategically-placed vents.
  - c. Y-shaped design
  - d. placement of nearby buildings which act as shields.
  
7. The *Burj Khalifa* was constructed incredibly quickly due to ...
  - a. Dubai's great wealth creating previously unseen levels of human achievement.
  - b. South Asian workers working long shifts in dangerous conditions for extremely low pay.
  - c. The high numbers of South Asian workers flocking to well-paid jobs in the United Arab Emirates.
  - d. Emiratis working long hours to create a powerful statement of hope for the future of their country.
  
8. In the future, it will be important to recognise ...
  - a. that there is fundamentally no limit to what we can build.
  - b. the unprecedented level of Emirati accomplishment exemplified by the *Burj Khalifa*.
  - c. that human rights outweigh architectural achievement.
  - d. that there's an inevitable price to be paid for such high levels of success.

### Marshmallow Challenge

Your task is to create the tallest **freestanding** structure. To build this, you will receive: You will have 10 minutes to plan your structure and another 20 minutes to build the structure. Below are the equipment and rule list.

#### EQUIPMENT:

20 pieces of Spaghetti 1  
metre of string 30cm of  
sticky tape  
1 pair of scissors 1  
Marshmallow

#### RULES:

- 1) The Marshmallow must sit on top of the structure. You cannot stick it into the spaghetti or with the sticky tape.
- 2) The structure must be freestanding. You are not allowed to stick it to the table or stick it to the ceiling.
- 3) The height of the structure is measured from the bottom of the structure to the top of the Marshmallow.
- 4) You are allowed to cut the string, sticky tape and spaghetti **but** only in the building stage.
- 5) You must speak in English. Every time you speak another language, 0.5cm is deducted from the overall height of your structure

## Working abroad

### A) Brainstorming

What are the pros and cons of travelling abroad for engineering students? Discuss with your classmates.

### Audio 1: How studying abroad as an engineer changed my life:

<https://soundcloud.com/celine-skowron/howstudyingabroadasanengineeringstudentchangedmylife>



### B) Vocabulary: try to explain the following words and expressions

- A) to defeat or succeed in controlling or dealing with something
  - B) Annoying and difficult
  - C) To happen after something else, especially as a result of it
  - D) Not willing to accept ideas or ways of behaving that are different from your own:
  - E) A short sleep, especially during the day
  - F) A student studying in the second year of a course at a US college or high school (= a school for students aged 15 to 18)
  - G) A formal promise
  - H) Just/only
  - I) Relaxed in manner and character; not usually worried about other people's behaviour or things that need to be done
  - J) The fact that something is not available or that there is not enough of it
- A trying semester: \_\_\_\_\_      Narrow-minded: \_\_\_\_\_
- Sophomore year: \_\_\_\_\_      Lack: \_\_\_\_\_
- To pledge a fraternity: \_\_\_\_\_      Solely: \_\_\_\_\_
- To overcome: \_\_\_\_\_      Laid-back: \_\_\_\_\_
- To ensue: \_\_\_\_\_      To take a nap: \_\_\_\_\_

### C) Listen to the recording again and answer the following questions (Arche/ English Year 1/Travelling when .../ How studying abroad as an engineer....) :

1) Describe the context in which this person was studying.

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2) Was it a natural and easy choice for this person to spend a semester abroad?

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3) What can hold people back when living in the USA?

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4) Describe the different experiences he encountered overseas.

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5) What did these experiences bring him in his engineering career?

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6) What cultural differences was he surprised by?

---

---

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7) What was his state of mind at the end of his stay abroad?

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#### **D) Language in use**

« **Little did I realize** at the time that no decision would be more right than this one... »

« **Not only did I have** to adjust for the 1st time to living somewhere where my mother language was not the native tongue, **but I...** »

« ... **by no means are they lazy**, but it was clear to me that they... »

**Change the sentences so that they use inversion. For example:**

We had hardly arrived when Julie burst into the house.

→ Hardly had we arrived when Julie burst into the house.

1. John had never been to such a fantastic restaurant.

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2. I in no way want to be associated with this project.

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3. They had no sooner eaten dinner than the ceiling crashed onto the dining table.

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4. I had scarcely finished writing my essay when the examiner announced the end of the exam.

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5. I seldom leave my house so early.

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6. People rarely appreciate this musician's talent.

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7. We would understand what had happened that night only later.

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9. He understood little about the situation.

**Audio 2: The best engineers come from Germany** (Arche/ English year 1/ Travelling when you ..../ the best engineers...)

1. Do you agree with the title?
2. According to you, why is the reputation of German engineering so good?
3. What are the best countries to **do an internship**?
4. What are the best companies?



### Comprehension

1. What company does the video focus on?

2. How long are the internships?

3. What do the speakers say are the advantages of German engineering?

4. What are the disadvantages of the apprenticeship programme?

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### Language in use

"These young apprentices come from all over Europe for **a three-year program**"  
"They **have 3 years of** really on-the-job experience."

#### Describe the nouns using compound adjectives.

1. a walk that takes ten minutes .....
2. a building that has twelve stories .....
3. a boy who is five years old .....
4. a report that is thirty pages long .....
5. students in high spirits .....
6. children who behave well .....
7. a monster with green eyes .....
8. a man who has short hair .....
9. a lady with a kind heart .....
10. an app that saves time .....
11. a dessert that makes your mouth water .....
12. a woman who has a strong will .....

| COMPOUND ADJECTIVES                                                   |   |                    |
|-----------------------------------------------------------------------|---|--------------------|
| Number                                                                | + | (singular!) Noun   |
| five-minute, three-hour, ten-storey, one-way, twenty-page             |   |                    |
| Adjective                                                             | + | Noun               |
| last-minute, full-length, short-term, long-distance, high-quality     |   |                    |
| Adjective                                                             | + | Present Participle |
| good-looking, long-lasting, easy-going, tight-fitting, quick-thinking |   |                    |
| Noun                                                                  | + | Present Participle |
| mouth-watering, record-breaking, time-saving, English-speaking        |   |                    |
| Noun                                                                  | + | Adjective          |
| world-famous, smoke-free, ice-cold, gluten-free, family-friendly      |   |                    |
| Noun                                                                  | + | Past Participle    |
| wind-powered, sun-dried, middle-aged, water-cooled                    |   |                    |
| Adverb                                                                | + | Past Participle    |
| brightly-lit, well-known, densely-populated, highly-respected         |   |                    |
| Adjective                                                             | + | Past Participle    |
| old-fashioned, long-forgotten, ready-made, short-lived                |   |                    |

**Writing: Write a minimum of 20 lines in good English (STRUCTURE : introduction/ Development / Conclusion + LINKWORDS)**

Some people believe that taking a semester abroad should be compulsory for all students while others argue that it's a waste of time. Discuss both these views in a 250-word structured essay. (Reuse tips from p. 14 as well as inversions from D and vocabulary from B)

*Goals: -Reading comprehension - Writing an essay*

### Preparation task

Write the words in the correct group.

|                |           |              |
|----------------|-----------|--------------|
| a disadvantage | a benefit | a plus       |
| a drawback     | a minus   | an advantage |

| Good things | Bad things |
|-------------|------------|
|             |            |

## Brainstorming

What are the pros and cons of travelling abroad for students? Discuss with your classmates.

### Reading text: An essay on working abroad

The principal of a local college has asked you to write an essay on the advantages and disadvantages of working abroad in the summer holidays. She would like to know if the college should recommend 'working holidays' to its students.

### Introduction

Currently, approximately 25 per cent of Hawthorne College students work abroad during the summer break. This essay aims to show the benefits and drawbacks of working overseas in order to decide whether the college should recommend the experience to its students. To prepare for this essay, a sample of 100 students were interviewed, 23 of whom had worked abroad. This is a summary of their comments.

### Benefits

According to the students interviewed, working overseas during the summer holidays can bring several benefits. Most of all, students can improve their foreign language skills by working in a non-English speaking country. This may help them get a better job in the future. Additionally, learning about a different culture and way of life makes people more open-minded. A further advantage is that students may become more confident when they learn practical skills to help them live independently later in life, for example, finding accommodation and cooking for themselves.

### Drawbacks

However, a large number of interviewees mentioned drawbacks as well. Students who need to study over the summer will find it difficult to do so while working abroad. Most significant of all are finance issues: only a minority of students are able to afford travel expenses, accommodation and visas. In addition, students may have to take low-income jobs if they are not fluent in the local language, so they may struggle to cover their expenses.

### Conclusion and recommendation

Working abroad may improve students' language skills and confidence. However, students often need to earn money during the holidays to support their studies and working abroad may not provide the opportunity to save. Also, the cost of travel means that only students who are able to afford it have the chance to do this. Therefore, the college should only recommend working abroad if there is financial support from the college for students that need it.

### Tips

1. The basic structure of an essay is usually the same:
  - Introduction (including the **purpose of the essay** and some **contextualization**)
  - Main body (including benefits and drawbacks if appropriate)
  - Conclusion and recommendations.
2. Use **formal vocabulary** (e.g. Currently, ... / in order to ... / Therefore, ...) to give the report a formal style.
4. The ideas and conclusions should be **objective**. Use **non-personal subjects** (e.g. This report aims to ... ) and passive structures (e.g. 100 students were interviewed).
5. You can also use **may** to show that something is not certain (e.g. This may help them get a better job in the future).

### Vocabulary

2. Find the words in the text matching the following definitions or synonyms

*Paragraph 2:*

..... = a small part or quantity intended to show what the whole is like.

*Paragraph 3:*

.....=in or to a foreign country, especially one across the sea

*Paragraph 4:*

.....=have enough money to pay for

.....= a salary

### Task 1

Match the sentences (1–4) with the sections of the essay (a–d).

- |                                                             |                  |
|-------------------------------------------------------------|------------------|
| 1. ... Therefore, this is not a good idea for all students. | a. Introduction  |
| 2. ... The main objective of this report is to ...          | b. Advantages    |
| 3. ... Students can improve their chances of ...            | c. Disadvantages |
| 4. ... Students may have problems getting visas.            | d. Conclusion    |

### Task 2

Match the phrases with the same function.

- |                                                                                |                                                                    |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. .... The majority of the students interviewed said that ...                 | a. The main objective of this report is to ...                     |
| 2. .... Given the points made above, it is recommended that ...                | b. To prepare for this report, 100 students were interviewed.      |
| 3. .... This report aims to ...                                                | c. According to the students interviewed, ...                      |
| 4. .... This report is based on information from 100 interviews with students. | d. Taking all these factors into account, it is suggested that ... |

### Task 3

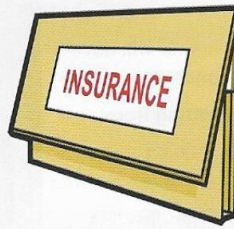
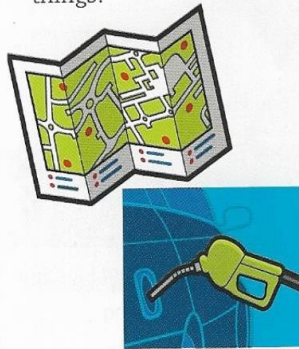
Complete the essay conclusion with words from the box.

if      However      Also      so      Therefore

Volunteering can develop a range of new skills for students. (1)..... , there may not be many local volunteering opportunities (2)..... some students would need personal transport to attend. (3)..... , individuals may have specific training needs and gaps in their skill set that only certain volunteering opportunities can fulfil. (4)..... , careers advisers should only recommend volunteering (5)..... the right role and transport is available.

1 Have you ever driven a car in another country? Do you know any driving rules that are different in other countries?

2  Listen to a traveller renting a car in France. What does she find out about these things?



4 Here are some of the verbs you heard in the conversation. Write them in the correct list.

|             |                    |                |
|-------------|--------------------|----------------|
| must        | mustn't            | can            |
| can't       | have to            | don't have to  |
| have got to | should             | shouldn't      |
| need to     | don't need to      | are allowed to |
| ought to    | are not allowed to |                |

3 Choose the correct verb to complete the sentences.

- 1 She (has to / is allowed to) pay €15 if she wants the map.
- 2 If it's wet, she (should / isn't allowed to) drive faster than 110 km/h on a motorway.
- 3 The information is in the folder, so she (mustn't / doesn't have to) write it down.
- 4 The French police (can / shouldn't) confiscate her licence on the spot.
- 5 She (has to / can't) take the car to Spain for a few days.
- 6 As long as she stays in the EU, she (mustn't / doesn't need to) take out extra insurance.
- 7 She (must / ought to) return the car with a full tank of petrol if she can.
- 8 She (can / has got to) drink one glass of wine and stay under the limit.

## Permission and obligation verbs

|                                         |                             |
|-----------------------------------------|-----------------------------|
| 1 Possible, permitted<br>are allowed to | 2 Impossible,<br>prohibited |
| 3 Necessary,<br>obligatory              | 4 Not necessary             |
| 5 Correct, a good idea                  | 6 Incorrect, a bad<br>idea  |

Compare your rules with some other groups. Who thought of the most rules? Did you all agree?

## 5) Mini task:

7 Work in pairs. Read the roles below and act out the conversation.

**A** – A foreign colleague is coming to live and work in your country for a year. They want to learn about your customs and laws. Answer their questions.

**B** – You are moving to **A**'s country, where you will live and work for a year. Ask **A** questions and find out as much as you can about:

- driving rules and regulations (speed limits, alcohol limits, age limits, overtaking, parking, etc.).
- customs for tipping in taxis, restaurants, hairdressers, and so on.
- company rules – hours of work, holidays, the dress code, and so on.
- anything else you're interested in.

**1) Describing your Company**

We're based in (country/city)...

We're located in (country/city)...

Our headquarters is in (country/city)...

The company was founded in (year)...

We're in the \_\_\_\_\_ industry.

We produce/manufacture...

We sell...

We distribute...

We offer/provide...

We're a multinational company.

We're a local company.

We're a small business.

We're a start-up.

We have branches/subsidiaries/offices in (country).

We have (number) employees.

We're a privately owned company/corporation/government organization/non-profit.

We **do business with**...

Our clients/customers include...

**2) Selecting a business.**

**Match the French translation with the different businesses**

|                              |           |      |                                                     |
|------------------------------|-----------|------|-----------------------------------------------------|
| A joint venture              | <b>1</b>  | .... | <b>a.</b> <i>Une filiale</i>                        |
| A small or middle-sized firm | <b>2</b>  | .... | <b>b.</b> <i>Un concessionnaire automobile</i>      |
| A factory                    | <b>3</b>  | .... | <b>c.</b> <i>Une société caritative</i>             |
| A real estate agency         | <b>4</b>  | .... | <b>d.</b> <i>Une PME / PMI</i>                      |
| A parent firm                | <b>5</b>  | .... | <b>e.</b> <i>Une maison mère</i>                    |
| A limited liability company  | <b>6</b>  | .... | <b>f.</b> <i>Une co-entreprise</i>                  |
| A charity                    | <b>7</b>  | .... | <b>g.</b> <i>Une usine</i>                          |
| A public utility company     | <b>8</b>  | .... | <b>h.</b> <i>Une agence immobilière</i>             |
| A public limited company     | <b>9</b>  | .... | <b>i.</b> <i>Une SARL</i>                           |
| A branch                     | <b>10</b> | .... | <b>j.</b> <i>Une SA</i>                             |
| A car-dealer                 | <b>11</b> | .... | <b>k.</b> <i>Une société de service public</i>      |
| A mail-order firm            | <b>12</b> | .... | <b>l.</b> <i>Une entreprise individuelle</i>        |
| A family business            | <b>13</b> | .... | <b>m.</b> <i>Un cabinet d'avocats</i>               |
| A one-man company            | <b>14</b> | .... | <b>n.</b> <i>Une s. de vente par correspondance</i> |
| A law firm                   | <b>15</b> | .... | <b>o.</b> <i>Une entreprise familiale</i>           |
| A subsidiary                 | <b>16</b> | .... | <b>p.</b> <i>Une succursale</i>                     |
| A state-owned company        | <b>17</b> | .... | <b>q.</b> <i>Une société nationalisée</i>           |
| A building society           | <b>18</b> | .... | <b>r.</b> <i>Une entreprise du bâtiment</i>         |
| An advertising agency        | <b>19</b> | .... | <b>s.</b> <i>Un magasin de bricolage</i>            |
| A DIY outlet                 | <b>20</b> | .... | <b>t.</b> <i>Une agence de publicité</i>            |

**3) The various positions in the company. Find the position corresponding to each mission.**

- a) I look for new suppliers and negotiate to have the best prices. \_\_\_\_\_
- b) I control the quality checks and ensure that our products are conform with standards. I manage the ISO qualification. \_\_\_\_\_
- c) I recruit new employees and organise training. I also have to deal with trade unions and personal problems. \_\_\_\_\_
- d) I invoice the customers, and send reminders when they pay late. I also make sure the pay slips arrive on time. \_\_\_\_\_
- e) I deal with taxation, investment and cash management. \_\_\_\_\_
- f) I oversee the servicing of the machines and equipment, and the repairs to whatever is necessary. I also control the amount of energy we use. \_\_\_\_\_

g) I help my head of department plan how and where to sell new products, to decide on the target customers, etc... \_\_\_\_\_

h) I deal with customers and take their orders. \_\_\_\_\_

i) I listen to and deal with customer complaints, and dispatch the spare parts they need.  
\_\_\_\_\_

j) I draw and design products, often on a computer. \_\_\_\_\_

k) I make appointments, use a word processor, organise the director's working life.  
\_\_\_\_\_

l) I am the front line of the company – I welcome guests. It is important that I am well-dressed and tidy. I sometimes work the switchboard too. \_\_\_\_\_

m) I have a huge expense account and manage a department. I report directly to the head of the company. \_\_\_\_\_

n) I run the company. \_\_\_\_\_

**Marketing assistant**  
**Sales manager**  
**Quality manager**  
**A senior executive**  
**Financial Controller**  
**Purchaser**  
**Personnel Officer**

**After sales service clerk**  
**A draughtsman**  
**A secretary / assistant**  
**CEO or Managing Director**  
**Maintenance worker**  
**Accountant**  
**Receptionist / Switchboard operator**

#### **4) Things you could do as an intern: match the following verbs to their collocations**

to carry out / to run / to perform / to chair / to discuss / to negotiate / to identify / to implement / to conduct/ to realize / to design / to maintain/ to collect / to analyze / to solve/ to do

|  |                                |
|--|--------------------------------|
|  | A meeting                      |
|  | An experiment/ a test          |
|  | data                           |
|  | An issue                       |
|  | A quote                        |
|  | A new policy                   |
|  | A survey                       |
|  | A profit/ a dream              |
|  | An internship/ business with / |
|  | A company                      |

**5) Role Play:** You are heading to Chicago on business. Find an empty seat on the plane and introduce yourself and your business to the person you are sitting beside. Find out about their firm.

**Your teacher will give you your role card.**

Sample Dialogue: Introducing Your Company

A: Excuse me. Is this seat taken?

B: No, it isn't. Please have a seat.

A: Thanks. John Burg. Pleased to meet you.

B: Jenny Myers. Are you heading for Chicago?

A: Yes, I have some business there. I work for a law firm. Henderson and Marly.

B: Henderson and Marly? I've never heard of them.

A: We're a small firm. We specialize in intellectual property rights? Mostly copyrights and trademarks. That kind of thing. We are based out of Detroit, but we have offices in New York and Toronto.

B: What do you do for them?

A: I'm a lawyer. How about you? What brings you to Chicago?

B: I have some business there as well? I work for .

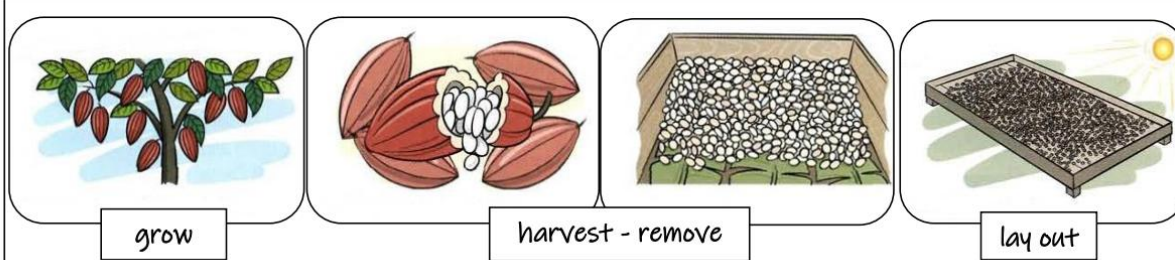
25

Use the questions below in the passive voice to help you out, feel free to come up with more of your own creation:

- when established?
- location?
- product/service?
- number of employees?
- annual sales?
- philosophy?

# Describing a Process

Use the passive form to describe these pictures:



grow

harvest - remove

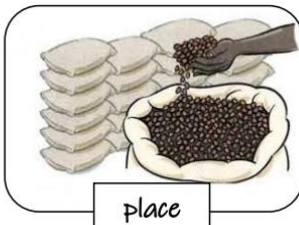
lay out

To begin with, cocoa trees ..... in certain countries in South Africa, America as well as Indonesia.

Once the pods are ripe and red, they ..... and the white cocoa beans, which are inside the pods .....

Following a period of fermentation, they are then ..... on large trays so they can dry under the sun.

26



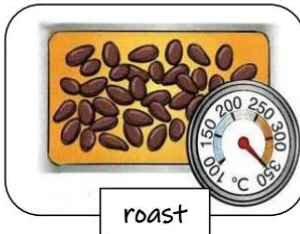
place



deliver

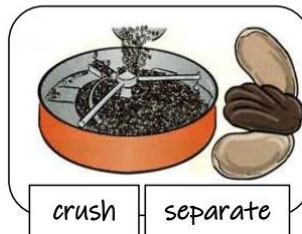


Next, they ..... into large sacks and ..... to a factory.



roast

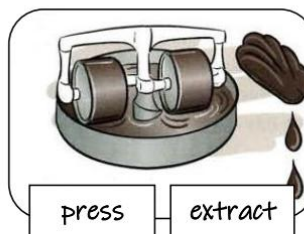
Then they ..... at a temperature of 350 degrees.



crush

separate

After that, the beans ..... and ..... from their outer shell.



press

extract

In the final stage, the inner part that is left ..... and the chocolate .....



## Exercises

**42.1** Complete the sentences using one of these verbs in the correct form, present or past:

|                  |        |          |           |       |
|------------------|--------|----------|-----------|-------|
| <del>cause</del> | damage | hold     | invite    | make  |
| overtake         | show   | surround | translate | write |

- Many accidents are caused by dangerous driving.
- Cheese \_\_\_\_\_ from milk.
- The roof of the building \_\_\_\_\_ in a storm a few days ago.
- You \_\_\_\_\_ to the wedding. Why didn't you go?
- A cinema is a place where films \_\_\_\_\_.
- In the United States, elections for president \_\_\_\_\_ every four years.
- Originally the book \_\_\_\_\_ in Spanish, and a few years ago it \_\_\_\_\_ into English.
- Although we were driving fast, we \_\_\_\_\_ by a lot of other cars.
- You can't see the house from the road. It \_\_\_\_\_ by trees.

**42.2** Write questions using the passive. Some are present and some are past.

- Ask about glass. (how / make?) How is glass made?
- Ask about television. (when / invent?) \_\_\_\_\_
- Ask about mountains. (how / form?) \_\_\_\_\_
- Ask about antibiotics. (when / discover?) \_\_\_\_\_
- Ask about silver. (what / use for?) \_\_\_\_\_

**42.3** Put the verb into the correct form, present simple or past simple, active or passive.

- It's a big factory. Five hundred people are employed (employ) there.
- Did somebody clean (somebody / clean) this room yesterday?
- Water \_\_\_\_\_ (cover) most of the earth's surface.
- How much of the earth's surface \_\_\_\_\_ (cover) by water?
- The park gates \_\_\_\_\_ (lock) at 6.30 p.m. every evening.
- The letter \_\_\_\_\_ (send) a week ago and it (arrive) \_\_\_\_\_ yesterday.
- The boat hit a rock and \_\_\_\_\_ (sink) quickly. Fortunately everybody \_\_\_\_\_ (rescue).
- Robert's parents \_\_\_\_\_ (die) when he was very young. He and his sister \_\_\_\_\_ (bring up) by their grandparents.
- I was born in London, but I \_\_\_\_\_ (grow up) in Canada.
- While I was on holiday, my camera \_\_\_\_\_ (steal) from my hotel room.
- While I was on holiday, my camera \_\_\_\_\_ (disappear) from my hotel room.
- Why \_\_\_\_\_ (Sue / resign) from her job? Didn't she enjoy it?
- Why \_\_\_\_\_ (Ben / fire) from his job? Did he do something wrong?
- The company is not independent. It \_\_\_\_\_ (own) by a much larger company.
- I saw an accident last night. Somebody \_\_\_\_\_ (call) an ambulance but nobody \_\_\_\_\_ (injure), so the ambulance \_\_\_\_\_ (not / need).
- Where \_\_\_\_\_ (these pictures / take)? In London? \_\_\_\_\_ (you / take) them, or somebody else?
- Sometimes it's quite noisy living here, but it's not a problem for me – I \_\_\_\_\_ (not / bother) by it.

## **Toeic and Linguaskill prep**

1. Find the "odd one out" (There may be more than one answer. Give your reasons.)

1. Trip ..... journey .....travel
2. An admission charge ..... an entrance fee .....a fare
3. Destination..... goal .....terminus
4. to book..... to check in .....to reserve
5. Return ticket ..... round trip ticket .....one-way ticket
6. a fly ..... a flight .....a plane
7. vending machine ..... locker .....overhead compartment/locker
8. a schedule ..... a timetable.....a diary
9. to call at ..... to depart .....to stop
10. platform ..... harbour .....ticket inspector

2. Decide if the sentences are correct or not by circling right or wrong. Correct them if they are wrong.

### **The air hostess can say**

|                                                                       |       |       |
|-----------------------------------------------------------------------|-------|-------|
| Fasten your seatbelt                                                  | right | wrong |
| Even if it's warm inside, don't open the door unless the crew says so | right | wrong |
| Do not smoke during the fly                                           | right | wrong |
| Listen to the safety regulations if you'd like.                       | right | wrong |

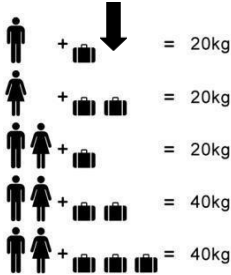
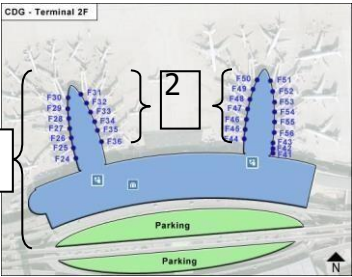
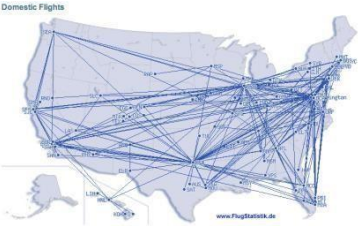
### **The captain of a liner can say**

|                                                              |       |       |
|--------------------------------------------------------------|-------|-------|
| Never use the lifeboats even if the ship is sinking.         | right | wrong |
| Don't let him remain in the gangway! We are weighing anchor. | right | wrong |

### **The station master can say**

|                                                                           |       |       |
|---------------------------------------------------------------------------|-------|-------|
| Stay behind the line! The train's pulling into the station on platform 6. | right | wrong |
| Always check the timetable; you could easily miss your train.             | right | wrong |
| Don't cross the rails unless the level crossing is down.                  | right | wrong |
| Mind the gap                                                              | Right | wrong |

3. Name the pictures

|                                                                                     |                                                                                     |                                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|    |    |  <p>1</p> <p>2</p> |
|    |    |                    |
|   |  |                   |
|  |  |                 |
|  |  |                  |

4. Circle the correct answer:

- a. How many pieces / numbers / suitcases of luggage do you have?
- b. Check-in doesn't start for / until / just another two hours.
- c. So, you missed / passed / caught your connecting flight because of the delay.  
Since it was the airline's fault / fall / failure, we'll pay for your hotel and re-book your fly / flow / flight for tomorrow.
- d. If you cancellation / cancel / delay this ticket, you'll lose all your money. There is no refund / repay / money for this type of ticket.
- e. There's a special shutter / shuttle / train bus that runs between Heathrow and Gatwick.
- f. Are you travelling lonely / alone / by myself?
- g. The flight will be board / boarding / boarded at gate 55.
- h. There's an overnight / reserved / night flight that arrives in Vancouver at 8.00 am.
- i. What name was the reservation under / over / on?
- j. Check-in counters are open 2 hours before the scheduled flight arrival / departure / going time.
- k. It's the passenger's responsibility to ensure that their papers / document / passport is valid for entry and they have fulfilled all immigration requirements in the country of destination.
- l. Passengers are required to show appropriate identification / visa / ticket at the check-in counter.
- m. Passengers are advised to be at the open / arrival / boarding gate at least 30 minutes before the scheduled / provisional / normal departure time of their flight.
- n. Passengers are informed / told / advised not to check-in valuable or fragile items as baggage.
- o. Passengers are required to retrieve their passport / baggage / hand luggage as soon as it is available for collection at their destination.

## 5. BOARDING THE PLANE + ON THE PLANE

Listen to the announcements and answer the questions (to be found on Arche, English year 1).

### Announcement 1

Where is this announcement made?

Flight number?

Destination?

Who should go to the boarding gate?

What should they have with them?

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### Announcement 2

Is this announcement made at the departure airport, on the plane or at the arrival airport?

Who is concerned by this announcement?

What should they do?

What will happen in 5 minutes?

### Announcement 3

Is this announcement made at the departure airport, on the plane or at the arrival airport?

What do we know about the flight? (companies, flight number, departure airport + destination)

When will the plane take off ?

Give one security measure given by the hostess.

### Announcement 4

Who's talking?

Is this announcement made just after take-off, in the middle of the flight or a couple of minutes before landing?

Time?

What do we learn about the landing?

What will happen in 20 minutes?

### Announcement 5

What is the message about?

Number of exits?

What should you do if you travel with children and there's a pressure loss on the cabin?

What should you not do if there was an emergency landing?

What should passengers do before take-off?

## 6. In groups, fill in the crossword next page

### CLUES

#### Across:

1: billet aller-retour (GB)

2: carrefour

3: passage piéton

8: bande d'arrêt d'urgence

10: billet aller simple (GB)

11: embouteillage

12: sac de couchage

14: parking (US)

15: bagage à main

18: parking (GB)

19: radar

20: essence

21: métro (GB)

22: caravane

23: piéton

24: bus

25: camping

28: chauffeur (with a limo for example)

30: mobylette

31: 'départs'

34: périphérique

35: régler la note (hotel) / caisse (supermarket)

36: wagon

37: camion (GB)

38: wagon

39: trottoir (GB)

#### Down:

1: réception (in a hotel...)

4: bus à impériale

5: feu

6: 'arrivées'

7: enregistrement (hotel / airport)

9: carte d'embarquement

13: métro

16: quai (train station)

17: dos d'âne / ralentisseur

24: vélo / moto

25: camping

26: autoroute

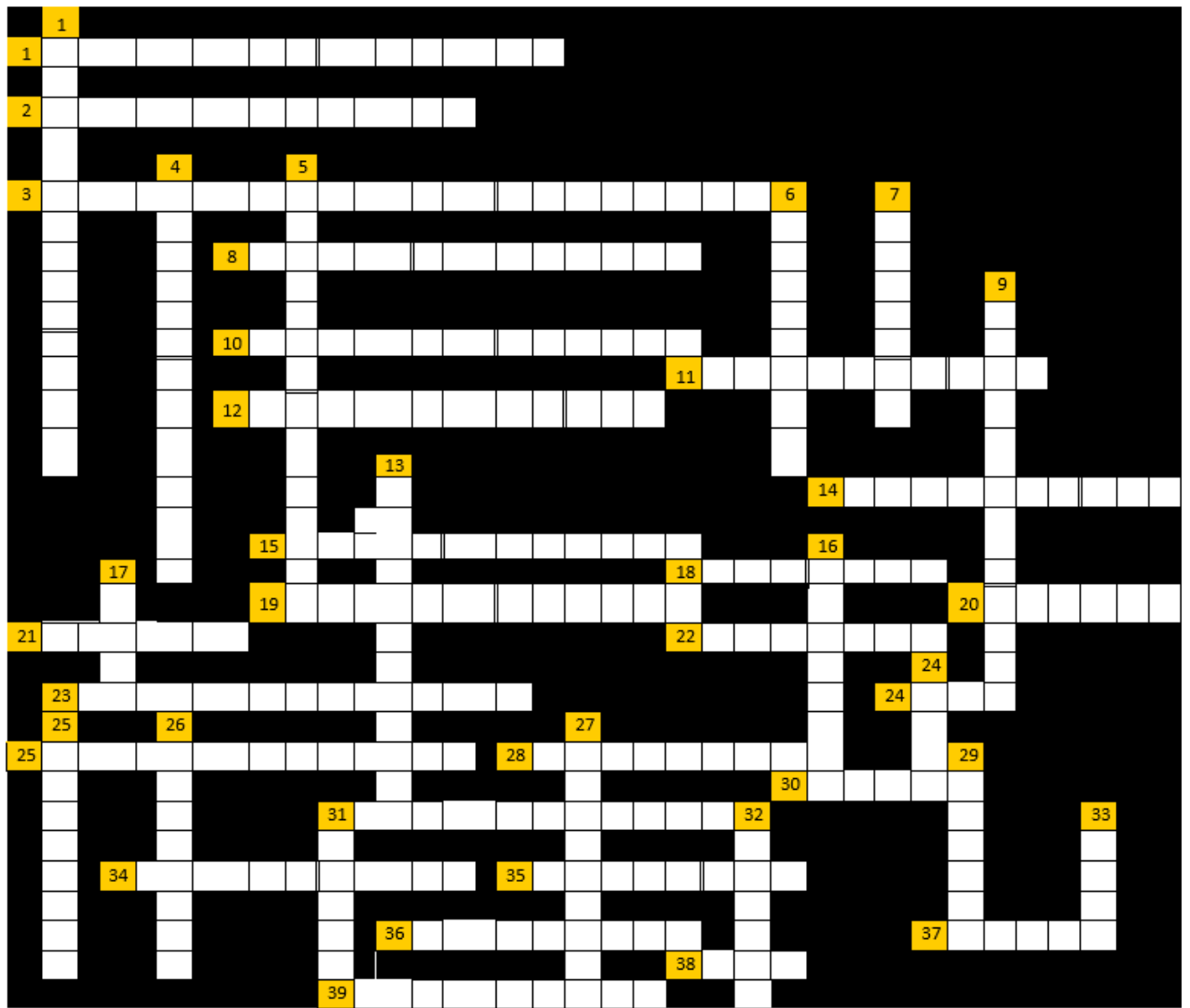
27: faire de l'auto-stop

29: gazole

31: camion (US)

32: métro (US)

33: quai (boats)



## Travel – Voyager

### 1. Travel for work – Les déplacements professionnels



|                                   |                         |                             |                                        |
|-----------------------------------|-------------------------|-----------------------------|----------------------------------------|
| <b>journey</b>                    | trajet, voyage          | <b>lane</b>                 | voie (sur route)                       |
| <b>one way / single ticket</b>    | aller simple            | <b>toll</b>                 | péage                                  |
| <b>round trip / return ticket</b> | aller-retour            | <b>trade show</b>           | salon professionnel                    |
| <b>public transportation</b>      | transports en commun    | <b>suburb / the suburbs</b> | banlieue / la banlieue                 |
| <b>platform</b>                   | quai                    |                             |                                        |
| <b>track</b>                      | voie (de chemin de fer) | <b>catch (vb)</b>           | prendre, attraper                      |
| <b>announcement</b>               | annonce                 | <b>miss (vb)</b>            | manquer                                |
| <b>board</b>                      | tableau d'affichage     | <b>hail (vb)</b>            | hérer                                  |
| <b>cab, taxi</b>                  | taxi                    | <b>carpool (vb / n)</b>     | pratiquer le covoiturage / covoiturage |
| <b>traffic jam</b>                | bouchon, embouteillage  | <b>commute (vb / n)</b>     | (faire) le trajet maison-travail       |
| <b>rush hour</b>                  | heure de pointe         |                             |                                        |

### 2. Air travel – Les voyages en avion

|                         |                           |                                     |                              |
|-------------------------|---------------------------|-------------------------------------|------------------------------|
| <b>airline</b>          | compagnie aérienne        | <b>delayed</b>                      | retardé                      |
| <b>boarding pass</b>    | carte d'embarquement      | <b>cancelled</b>                    | annulé                       |
| <b>ID</b>               | pièce d'identité          | <b>baggage claim</b>                | arrivée des bagages          |
| <b>customs</b>          | douane                    |                                     |                              |
| <b>gate</b>             | porte d'embarquement      | <b>pick up (vb)</b>                 | passer prendre               |
| <b>carry-on</b>         | (bagage) à main           | <b>fasten (vb)</b>                  | attacher                     |
| <b>flight attendant</b> | hôtesse de l'air, steward | <b>remove (vb)</b>                  | retirer                      |
| <b>overhead bin</b>     | compartiment supérieur    | <b>exceed (vb)</b>                  | dépasser                     |
| <b>aisle</b>            | couloir                   | <b>take off (vb) / takeoff (n)</b>  | décoller / décollage         |
| <b>tray table</b>       | tablette                  | <b>check in (vb) / check-in (n)</b> | enregistrer / enregistrement |
| <b>runway</b>           | piste                     |                                     |                              |

### 3. Hotels – Les hôtels



|                      |                               |                       |                           |
|----------------------|-------------------------------|-----------------------|---------------------------|
| <b>guest</b>         | client                        | <b>blanket</b>        | couverture                |
| <b>lobby</b>         | hall d'entrée                 | <b>pillow</b>         | oreiller                  |
| <b>front desk</b>    | réception                     | <b>amenities</b>      | aménagements, équipements |
| <b>rate (n / vb)</b> | tarif / évaluer               | <b>convenient</b>     | bien situé, pratique      |
| <b>included</b>      | compris                       | <b>view</b>           | vue                       |
| <b>porter</b>        | bagagiste                     | <b>shuttle</b>        | navette                   |
| <b>elevator</b>      | ascenseur                     |                       |                           |
| <b>keycard</b>       | clé magnétique                | <b>book (vb)</b>      | réserver                  |
| <b>room service</b>  | service de chambre            | <b>vacate (vb)</b>    | quitter                   |
| <b>housekeeper</b>   | femme de chambre, gouvernante | <b>check out (vb)</b> | régler sa note            |
| <b>towel</b>         | serviette                     |                       |                           |

### 4. Car rental – La location d'une voiture



|                          |                                  |                        |                         |
|--------------------------|----------------------------------|------------------------|-------------------------|
| <b>rental agency</b>     | agence de location               | <b>trunk</b>           | coffre                  |
| <b>fleet of vehicles</b> | parc de véhicules                | <b>tire</b>            | pneu                    |
| <b>driver's license</b>  | permis de conduire               | <b>car seat</b>        | siège auto              |
| <b>policy</b>            | politique ; police (d'assurance) | <b>economy (adj)</b>   | économique              |
| <b>automatic</b>         | automatique                      |                        |                         |
| <b>four-wheel drive</b>  | 4 x 4                            | <b>brake (vb / n)</b>  | freiner / frein         |
| <b>fuel</b>              | carburant                        | <b>reverse (vb)</b>    | faire marche arrière    |
| <b>tank</b>              | réservoir                        | <b>fill (vb)</b>       | remplir, faire le plein |
| <b>windshield</b>        | pare-brise                       | <b>break down (vb)</b> | tomber en panne         |
| <b>steering wheel</b>    | volant                           | <b>winterize (vb)</b>  | préparer pour l'hiver   |
| <b>dashboard</b>         | tableau de bord                  |                        |                         |

## YOUR FINAL TASK

### You dream to go abroad for your internship.

Research a company and country/city for an English-speaking internship (you can ask International Relations at Enim / 3rd Floor) N.B : Not necessarily in an English-speaking country.

Outline important information about the:

- **Company, products and processes:** what type of tasks could you be asked to carry out as an intern?
- **Country/city:** what are the top 5 things to visit and to do? Present one feat of engineering
- **Give a personal conclusion: : Why there? Future projects? Expected difficulties?**
- Prepare a **10- minute presentation**. Your colleagues will act as jury members and will select the best candidate. (Slides)
- Time : 10 minutes (+ questions)
- Presentation dates : dates to be defined



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### My check-list:

| Have I.... ?                                            | YES | NO |
|---------------------------------------------------------|-----|----|
| Used the vocabulary seen in class?                      |     |    |
| Used some passive structures when describing a process? |     |    |
| Used some comparatives and superlatives?                |     |    |
| Used some compound adjectives?                          |     |    |
| Used one inversion?                                     |     |    |
| Prepared nice slides with ONLY keywords ?               |     |    |
| Put relevant pictures?                                  |     |    |
| Worked on my pronunciation and intonation?              |     |    |
| Rehearsed at home in order to be ready?                 |     |    |
| Done enough research related to my topic?               |     |    |
| Prepared a nice conclusion with a personal touch?       |     |    |

## Self Assessment Grid for Oral Presentations

**Language problems: Identify here the mistakes that you made**

|               |  |
|---------------|--|
| Vocabulary    |  |
| Grammar       |  |
| Pronunciation |  |

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### Communicative Performance

Assess your performance with the following criteria - circle the option that matches

|               | To improve                                                                                   | OK                                                                                                      |
|---------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Voice         | Too soft – the audience does not hear you well                                               | Loud and clear – the audience hears you well                                                            |
| Speech flow   | Too many pauses or too fast – the audience gets distracted or doesn't understand the message | Natural, without long pauses – the audience is interested and has enough time to assimilate the message |
| Eye contact   | You never look at the audience                                                               | You keep eye contact with the audience                                                                  |
| Body language | Your body is closed, your arms or hands don't move                                           | You use your arms and hands to express meaning                                                          |
| Memorization  | You look constantly at the slides to remember what to say                                    | You look at the slides only occasionally                                                                |

## VOCABULARY

[illegible]



