

# 1

# Success

## Overview

### 1A

- **Reading and Use of English:** Multiple matching (Part 8); Word formation (Part 3)
- **Vocabulary:** Collocations (adjectives + nouns; verbs + nouns; phrasal verbs and expressions with *take*)
- **Listening:** Developing skills: Separating main points from details; Listening for specific information (Part 2)
- **Language development:** Mixed verb forms
- **Writing:** Letter: Using an appropriate register (Part 2)

### 1B

- **Listening:** Sentence completion (Part 2)
- **Speaking:** Vocabulary: feelings; Long turn (Part 2)
- **Language development:** The passive; Register
- **Reading and Use of English:** Open cloze (Part 2)
- **Writing:** Letter of request (Part 2)



## Lead-in

- 1 Look at the photographs. What did these people have to do to achieve success?
- 2a How important are the following factors in becoming successful? Put them in order of importance for each photo (1 = the most important, 10 = not important at all).  

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ability to take risks   a supportive family   clear focus   determination   financial security  
hard work   innate ability   luck   ruthlessness   self-confidence

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- b Compare your answers and discuss, giving examples from your experience.
- c What differences would there be for a successful sportsperson?
- 3 How important is success to you? Is it more important than friends and family?

## Reading (Paper 1 Part 8)

## Before you read

- 1 a Read the title, introduction and text headings. Which jobs do you think are the most and least prestigious?
- b What qualifications, personal qualities, work experience, etc. would you need in order to get one of these jobs? What might hold you back from achieving your aim?

## Scanning

- 2 a Read the questions first, highlighting the key points that are reported. This will help you find the information you are looking for in the text. The first one is done for you.
- b Read each extract quickly and highlight information which answers the questions.

## Multiple matching

- 3 Read the strategy, then do the task. Use the Help notes for support with certain items.

## EXPERT STRATEGY

Scan the sections to find ideas or information which answer the questions, but make sure the meaning is exactly the same. See page 169 for a full list of strategies.

## ► HELP

- 1 More than one person had financial problems, but who was quite poor at one stage of his/her life?
- 3 Look for an expression that means *confirm somebody's good character or ability* in the text.
- 5 Look for a phrase which means *knowing influential people*.

For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

## Which person

overcame a financially disadvantaged background to become successful?

was rewarded for all the effort put into a work placement?

believes that personal recommendation was the main factor in obtaining a job?

appreciated being offered encouragement and expertise as a student?

is aware that knowing influential people would have been a career benefit?

used to feel depressed by the lack of job opportunities?

finds the prospect of having to pay back a student loan daunting?

had a couple of false career starts?

is unsure about future career prospects?

had a strong preference about what kind of place to study at?

## Discussion

- 4 What do all these successful people seem to have in common?
- 5 Check the meaning of these key words from the text.

## EXPERT WORD CHECK

against the odds CV foresee half-hearted master's degree  
networking portfolio scrape through shadow (v) vital



## The secret of my success

Four high-flying graduates talk about what it takes to land a top job in one of the elite professions.

### A The barrister

At the age of nine, without a word of English, Hashi was sent from Kenya to live in Britain, where he was raised exclusively on state benefits, with very little to live on. 'I attended badly performing schools and was always moving around between different relatives.' Despite this, Hashi managed to scrape through his exams and get into university to study law. Much later, having done a master's degree, he was inspired to become a barrister so that he could represent people in court. 'But first you have to do a work placement where you shadow a barrister. Unfortunately, it took me 18 months before I was accepted because I didn't have any contacts in the profession. It isn't fair, but there is no point trying to pick a fight with a system.' Now a junior barrister at a top firm, Hashi attributes this outstanding achievement against the odds to a combination of the people who believed in him, the scholarships and loans which enabled him to afford the course, strong self-discipline and a lot of hard work.

### B The fashion designer

Having set her heart from childhood on a career in costume design, Lilly worked in the theatre straight after school, only to realise that this job wasn't for her. Literature, which she tried next, bored her. 'So I sent some drawings off and was accepted for an art degree, which I loved because I had tutors who knew what they were talking about. But it was the head of the course on my master's degree in fashion who really helped me to develop my confidence and individual style. Every summer, I was taken on for a three-month work placement, organised by the college. I took these really seriously – I can't understand people who are half-hearted about them. In my second year I was making prints 16 hours a day for a famous designer and some of them got used in his fashion collection.' However, though Lilly did work for a number of well-known designers, there were also discouragingly long periods of unemployment before she finally got a permanent job.

### C The banker

While still at the London School of Economics (LSE), Wen Du got some work experience in banking. 'LSE helps you to find these work placements but it's still quite tough, so I had to do loads of networking. When you are eventually looking for a job, you need certain academic qualifications so companies will be interested in interviewing you. But, after that, it's more about how much you know about banking, so experience while you are still at university is vital. I was working 12–13 hours a day during my placements but you take long hours in your stride provided you are learning. After I finished university, I was offered a job at one of my work placements. However, I had the opportunity to do a master's degree in finance, so I did that first. For me, salary isn't the main priority in a first job; it's about how much you can learn and how much responsibility your line manager will give you. I want to do well, but because there are so many uncertainties in our field, I can't foresee where I'll be in five years.'

### D The architect

Having eventually settled on architecture as a career, Amandine came to London from the USA and started building a portfolio of her work by attending local college courses. This got her onto a university foundation art course and then into the highly competitive Architectural Association (AA) school. 'I picked the AA because it has such a close-knit family atmosphere, which for me is essential. But I knew I couldn't go there unless I got a scholarship because the fees are so high, especially given that the course takes seven years. Even though I had two-thirds of it paid for me, I still owe a fortune; the debt is a huge weight on your shoulders at my age. I now have a job in a company that has always interested me, thanks to friends that worked here and could vouch for me. It's great to have an impressive CV but even better to have a good character reference.'

## Vocabulary

### Collocations: adjectives + nouns

- 1a Complete each sentence with an adjective from A and a noun from B.

A

close-knit heavy high main tight wide

B

community deadlines priority salary variety  
workload

- 1 How much does finding a job with a \_\_\_\_\_ matter to you?
- 2 What is the \_\_\_\_\_ for you when looking for a job?
- 3 Are you good at meeting \_\_\_\_\_?
- 4 Would you be willing to take on a \_\_\_\_\_?
- 5 Would you enjoy being part of a \_\_\_\_\_ at work?
- 6 How important is it for you to have a \_\_\_\_\_ of work to do?

- b Ask and answer the questions in Exercise 1a about your attitude to jobs.

### Verbs + nouns

- 2a Underline one word/expression in each set that does not normally collocate with the word(s) in bold.

- 1 **take something** *personally / severely / seriously*
- 2 **make the best of something** */ time for something / the opportunity for something*
- 3 **take a list** */ no for an answer / the time to do something*
- 4 **hand in** *your resignation / your business / your essay*
- 5 **do a course** */ law / a good impression*
- 6 **have a speech** */ a career / an impact*

- b Tell each other two true things about your own life and one untrue thing, using the expressions in Exercise 2a. Ask your partner to guess which one is untrue.

### Phrasal verbs and expressions with *take*

- 3a Circle the correct prepositions in 1–8. Then replace the phrases in *italics* in sentences a–h with one of these expressions in the correct form.

- 1 take something *in / at* your stride
- 2 be taken aback *with / by* someone
- 3 take no notice *at / of* something
- 4 take pleasure *of / in* something
- 5 take pity *on / at* someone
- 6 take advantage *of / with* something or someone
- 7 take exception *with / to* something
- 8 take pride *in / of* something/someone.

- a Have you ever *used a particular situation to get what you want from* something/someone?
- b What things do you *ignore*?
- c What do you *enjoy doing*?
- d Have you ever *been very surprised or shocked by* someone's behaviour?
- e Which difficult things do you *do without effort*?
- f Have you ever helped someone that you *felt sorry for*?
- g Which of your achievements do you *feel a great sense of self-respect about*?
- h Have you ever *been angry or upset by* anything someone has said?

- b Ask each other the questions in Exercise 3a, using the expressions with *take*. Did anything surprise you?

- 4a Complete the text with words from Exercises 1–3.

My (1)\_\_\_\_\_ priority after leaving university was to try and pay off some of my student loan. I applied for jobs, but the interesting ones had all been **snapped up**. I ended up at a burger bar and decided to (2)\_\_\_\_\_ the best of it.

I was a bit taken (3)\_\_\_\_\_ at first by the (4)\_\_\_\_\_ workload, but I took it all in my (5)\_\_\_\_\_ and learnt things which **have stood me in good stead** later in life. Dealing with a (6)\_\_\_\_\_ variety of people **from all walks of life** was **part and parcel** of the job and I use these skills to help me with problems which **crop up** nearly every day in my present job as a journalist.

- b Look at the idiomatic expressions in bold and discuss possible meanings.

### Discussion

- 5 At what age do people normally start working in your country? How important is it to have a work placement to get experience before you are offered a permanent job?

## Use of English 1 (Paper 1 Part 3)



### Word formation

- 1 Look at the title and guess what the article will be about.
- 2 Read the article and work out which part of speech (e.g. adjective) fits in each space.
- 3a Read the strategy, then do the task. Use the Help notes for support with certain items.

#### EXPERT STRATEGY

Read the whole sentence, not just the line, to work out your answers. See page 167 for a full list of strategies.

#### ► HELP

- 1 What suffix do you need to add to make this abstract noun?
- 3 This word needs two changes – a prefix to make the opposite of the adjective, and a suffix to make an adverb.
- 4 Is this singular or plural?

For questions 1–8, read the text below. Use the words given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

#### The office as a playground

Having set up an IT server company when he was only 19, entrepreneur Daniel Foster's next project was to create an environment which would bring a feeling of (0) playfulness into the workplace and help avoid stress. He believes that, for young people growing up with technology, there is no real (1) \_\_\_\_\_ these days between work and home. Although his company's offices look dreary from the outside, appearances can be (2) \_\_\_\_\_. Inside the building, amongst the games consoles, football tables and floor cushions, workers are barefoot and (3) \_\_\_\_\_ dressed in shorts, rather than in more conventional suits and ties. Work still goes on though. Daniel's (4) \_\_\_\_\_ regard fun as a reward rather than an excuse not to work and he justifies the (5) \_\_\_\_\_ cost by pointing out that happy relaxed staff tend to be more (6) \_\_\_\_\_ in their work. He also believes that a pleasant atmosphere helps with the (7) \_\_\_\_\_ of staff. Workers from one of his main (8) \_\_\_\_\_ are often amongst the first to apply for any job vacancies.

PLAY  
DIVIDE  
DECEIVE  
FORMAL  
EMPLOY  
ADD  
PRODUCE  
RECRUIT  
COMPETE

- b Make a note of the new words you created in Exercise 3a and other parts of speech connected to them. Underline the stressed syllable in each word.

### Discussion

- 4 How important is the environment you work or study in? Give reasons.

## Listening 1 Developing skills

## Before you listen

- 1 You will hear a business manager called David Thomas telling a group of university students how to make a good impression at job interviews. What do you think he will say? Make a list of *Dos* and *Don'ts*.
- 2  Listen to the introduction. How will his talk be organised?
- 3  Listen and number David's main points in the order he talks about them. Notice how discourse markers (e.g. *OK*), pauses and changes in tone of voice show that he is moving on to the next point. Write down any discourse markers you hear.

Using discourse markers:  
separating main points  
from details

## Main points

- |                                   |   |   |
|-----------------------------------|---|---|
| a Get together your paperwork ___ | → | Investing in a (1)___ will help you to organise it.       |
| b Use relaxation techniques ___   | → | Imagine you're a (2)___ even before the interview begins. |
| c Look your best <u>1</u>         | → | Ensure that your clothes are both (3)___ and comfortable. |
| d Check out the route ___         | → | A (4)___ beforehand is recommended.                       |
| e Do your homework ___            | → | Time spent on (5)___ is never wasted.                     |

## Tips

Listening for specific  
information

- 4a Look at David's tips. Think of the type of word which will go in each gap. Use the exact words if you can remember them.
- 4b  Listen again and complete the tips with 1–3 words or check your answers. The speaker will not say the sentences in exactly the way that they appear on the page, but the words you need to write down are always in the audioscript.
- 4c Discuss your answers.

Sentence completion  
(Part 2)

- 5a Read information from the second part of the talk below and predict what kinds of word are missing.
- 5b  You will hear part of an interview in which business manager David Thomas is talking about how to make a good impression at interviews. For questions 1–4, complete the sentences with a word or short phrase. (Note: in the exam there will be 8 questions.)

## Making a good impression at interviews

David says that it's important for interviewees to smile and establish (1)\_\_\_ when first meeting the interview panel.

David recommends that interviewees focus on their (2)\_\_\_ when seated.

David advises interviewees not to speak in excess of (3)\_\_\_ when answering a question.

In David's opinion, if interviewees lack (4)\_\_\_ when they speak, then interviewers will start to lose interest in what candidates are saying.

- 5c Compare your answers and check you have spelt the words correctly.
- 6 Which of David's advice did you find useful? Is there anything you disagree with?

## EXPERT WORD CHECK

favourable    feasible    fidget (v)    long-winded    moderate  
mumble (v)    pay off (v)    ramble (v)    safety margin    slouch

## Language development 1

► EXPERT GRAMMAR page 173

### Mixed verb forms: present and past (simple, perfect and continuous)

- 1a Read the extract. Would you like an experience like this? What does the title mean?

#### Browsing blogs

### Time out, not time off

A few years ago, I **(1) had** six months free between finishing law school and starting as a trainee solicitor. I **(2) was feeling** restless and wanted to do something exciting, but I didn't have much money.

Then I met someone at a party who **(3) had just got back** from the USA, where **(4) she'd been working** as a guide in one of their national parks. I immediately applied to the same organisation and was offered a job in Hawaii.

When you arrive, you **(5) get** a crash course in plant biology, history and geology so that you can lecture on the volcanic history of the islands to tourists. At first I used to have very little confidence but as I got used to it, I'd improvise and even make some jokes.

**(6) I've been working** as a solicitor for a few years now, so **(7) I'm earning** a reasonable amount. But **(8) I've** still **never been** anywhere that I've liked more than Hawaii.

- b Name the verb forms in bold. Underline other examples of the same verb forms.
- c Explain why one verb form is used rather than another. Then check your answers in Expert grammar on page 173.
- d Which two verb forms (not in bold) in the text can be used to talk about habit in the past? Are they interchangeable in this context?

### Perfect and simple forms

- 2 Circle the most appropriate form of the verbs in *italics*.
- Hawaii *is* / *has been* the most exotic place I *have ever been* / *ever went* to.
  - I *am* / *have been* with this firm for years. I *joined* / *have joined* it when I got back from my gap year.
  - Lucy *had* / *has had* much more money since she *got* / *has got* promoted recently.
  - I *stopped* / *had stopped* feeling nervous by the time I *was called* / *being called* for interview.
  - I *have* / *have had* a company Audi for a year now and before that I *owned* / *had owned* a second-hand Fiat.
  - Tom *sent* / *has sent* off CVs to around 50 companies before he *got* / *has got* an interview.

### Continuous forms

- 3 Tick the simple and continuous forms that are used correctly. Correct those which aren't. There may be more than one possible answer.



After her boss **(1) was sacking** her from her secretary's job because she **(2) had been daydreaming**, J K Rowling **(3) was starting** to write the first Harry Potter novel. However, 12 publishers **(4) rejected** it before Bloomsbury **(5) were giving** her a contract. She has now **(6) sold** well over a million copies.

### Mixed verb forms

- 4a Complete the text with the present, past or past perfect of the verbs in brackets. Use either the simple or continuous form. There may be more than one possibility.



The Beatles' famous audition for Decca records **(1) \_\_\_\_\_** (take place) in London in 1962. Decca's representative, Smith, **(2) \_\_\_\_\_** (already/see) the band perform and arranged a recording session at Decca's London studio. After driving down from Liverpool on 1st January, the band **(3) \_\_\_\_\_** (arrive) just before their audition was due to take place because it **(4) \_\_\_\_\_** (snow) heavily all the way down the motorway. To make matters worse, Smith then **(5) \_\_\_\_\_** (turn up) late because he **(6) \_\_\_\_\_** (celebrate) New Year's Eve the night before.

After the Beatles **(7) \_\_\_\_\_** (record) around 15 songs, Decca rejected them on the grounds that 'guitar groups are on their way out.' The Beatles then **(8) \_\_\_\_\_** (go on) to become the most popular group in history and 50 years later, people **(9) \_\_\_\_\_** (still/buy) their music.

- b Write a few sentences about a band or author you like, using simple, perfect and continuous forms.

## Writing 1 Using an appropriate register

1a Read this extract from a letter and answer the questions.

- 1 What is the writer's reason for writing? What does he/she hope to achieve?
- 2 Who is the writer writing to? How does this affect the style?

However, the principal reason for writing (1) *on this occasion / this time* is to (2) *say how fed up I am / express my dissatisfaction* with the inadequate parking facilities in place at your college. The (3) *rationale for encouraging / main reason why we encourage* our young people to get a driving licence as soon as they are legally entitled to do so is (4) *so that they can / to enable them to transport themselves to college without having to* (5) *be reliant / rely on their parents*. As you (6) *must realise, / are doubtless aware*, the local town council has recently (7) *imposed / put in place* parking restrictions (8) *just near / in the immediate vicinity of the college*, and therefore, (9) *I must urge you to / please could you consider finding a* (10) *way round / solution to this problem as soon as possible*.

b Circle the correct alternatives to complete the extract, and give reasons. The choice will depend on how formal you want to be.

2 Read this informal email (A) and then work with a partner to complete a similar email, in a semi-formal style (B). The first letter of each missing word is given and there is sometimes more than one possibility.

A

Subject: travelling funds

Hi Judi,  
Thought I'd drop you a line and ask if I could take you up on your offer to lend me some money.  
The thing is that I've just finished my university course and I'm really keen to use this time to do some volunteering overseas – and pick up another language while I'm at it. But I won't be able to do this unless I can get some cash to pay for my flight and living expenses!  
I REALLY don't want to put you under any pressure, but we have loads of friends in common who'll tell you I can be trusted to pay you back!  
Please get in touch – you have my mobile number.  
Hope to hear from you soon.  
Cheers,  
Chloe

B

Subject: travel grant

Dear Mr Turner,  
I am writing (0) *regarding* the advertisement for a travel grant which I saw online.  
Having just (1) c \_\_\_\_ my three-year university course, I am anxious to do some volunteering overseas, which means I'll also be able to (2) a \_\_\_\_ another language.  
However, I will be (3) u \_\_\_\_ to do this unless I (4) r \_\_\_\_ some kind of financial (5) a \_\_\_\_ which will (6) e \_\_\_\_ me to pay for my flight and living expenses.  
I know a (7) n \_\_\_\_ of people who would be able to (8) v \_\_\_\_ for my character, should you wish to (9) c \_\_\_\_ them.  
I look forward to your (10) r \_\_\_\_ .  
Yours sincerely,  
Tom Wilmott

3 Look back at texts A and B in Exercise 2. Find an example of each of these stylistic features in the emails. Write formal (F) or informal (I) in the list below.

- |                           |                          |
|---------------------------|--------------------------|
| ___ phrasal verbs         | ___ dramatic punctuation |
| ___ contracted forms      | ___ linking words        |
| ___ complex structures    | ___ missing pronouns     |
| ___ idiomatic expressions |                          |

4a You have just finished a holiday job in an English-speaking country. Unfortunately, you were not happy with *one* aspect of the job. Work in pairs to decide what the job could be and what problems might have come up.

b Write a polite letter to your ex-employer to express your disappointment.

## Listening 2 (Paper 3 Part 2)

## Before you listen



## 1 Discuss these questions.

What problems can some young children have when they start school in a foreign country? What can be done to help them?

## 2 Read this extract from a talk by a teacher.

*'When I first started teaching there before we had our impressive hi-tech buildings with their wonderfully light and airy classrooms and interactive whiteboards, all our premises looked run-down. But the lessons were fun, partly because nearly all the children were born in the village and grew up there.'*

## 1 Complete the sentence with a word or short phrase from the text. You must use the exact words (maximum three).

Louise uses the word (1)\_\_\_\_\_ to describe the building where she first taught.

## 2 Which word(s) or idea in the text could distract you into giving the wrong answer?

## Sentence completion

## EXPERT STRATEGY

In Paper 3 Part 2, you are listening for concrete pieces of information. Your answers will follow the same order as the information in the text. See page 171 for a full list of strategies.

## ▶ HELP

- 2 Is your answer about Louise or another teacher?
- 3 You are listening for a medium of communication.
- 6 Which subject were all the students together for?

3  05 Look at the task below. Read the questions and the strategy carefully, then listen and do the task. Use the Help notes for support with certain items.

You will hear a teacher called Louise Rosberg talking about the integration of migrant children into the primary school where she works. For questions 1–8, complete the sentences with a word or short phrase.

## MIGRANT CHILDREN AT PRIMARY SCHOOL

Louise uses the word (1)\_\_\_\_\_ to describe the building where she first taught.

When migrant children first came into the school, Louise tried using a (2)\_\_\_\_\_ to engage the interest of the other students.

The school once asked migrant children to prepare a (3)\_\_\_\_\_ about their own countries.

Louise gives the example of (4)\_\_\_\_\_ as a subject which the migrant children found particularly challenging.

When funds were provided to help migrant children, (5)\_\_\_\_\_ made decisions about how to spend them.

Currently, the only subject in which migrant pupils are fully integrated into lessons is (6)\_\_\_\_\_.

On occasions, (7)\_\_\_\_\_ are employed to help improve migrant children's behaviour.

Louise mentions that migrant children get guidance on (8)\_\_\_\_\_ from specialists when they go on to secondary school.

## Discussion

## 4 What are the advantages of having migrant children in schools?

## EXPERT WORD CHECK

affluent   allocate   an initiative   assimilate   grasp (n)   liaise  
mainstream   master (v)   mutual respect   stretch (v)

What are the advantages of these ways of learning?

A



B



## Speaking (Paper 4 Part 2)

### Vocabulary: feelings

**1 a** Sentences 1–8 express how some of the learners in the pictures might be feeling. Ignore the gaps at this stage and match them to pictures A, B and C.

- 1 It's difficult not to feel \_\_\_\_ with information. There's just too much of it.
- 2 I rarely feel \_\_\_\_ into working at weekends. I don't have to if I don't want to.
- 3 My instructor's very friendly. I never feel \_\_\_\_ by him.
- 4 When you work on your own it's easy to get \_\_\_\_ and look out the window.
- 5 I was very \_\_\_\_ about how I would feel about being the only one, but once we got started, it was great.
- 6 They all look as though they want to work hard. They seem such a \_\_\_\_ group.
- 7 I'm lucky. I'm a \_\_\_\_ student because I have a caring instructor there to help me.
- 8 At last! I was so \_\_\_\_ when he stopped talking. I was finding it hard to concentrate.

**b** Underline the stress on these words. Use a dictionary if necessary. Then complete the sentences in Exercise 1a using these words.

apprehensive    directionless    disillusioned  
distracted    engaged    inspired    intimidated  
motivated    muddled    overwhelmed    passive  
pressurised    relieved    self-conscious  
well-supported

**c** Make sentences for some of the other words in the box to show you know their meaning. Use a dictionary if necessary.

**d**  <sup>06</sup> Group the adjectives according to how many syllables there are in the word. Say each word, then listen to check.

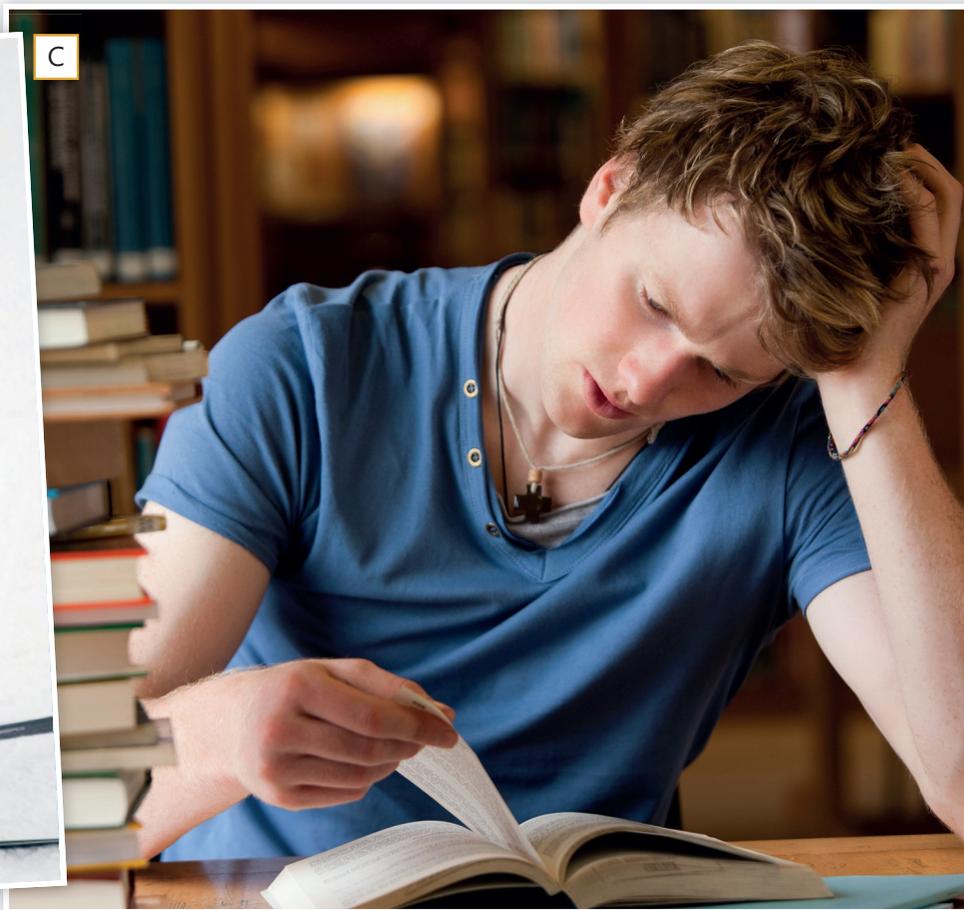
**2 a** Complete each sentence about one of the pictures. Use the words in Exercise 1 and any other words you know.

- 1 It's easy to get bored because ...
- 2 You get far more involved in what you're learning when ...
- 3 You can get discouraged when ...
- 4 So as not to feel too overwhelmed, it's best to ...
- 5 Unless you're self-disciplined, ...
- 6 If the communication is two-way, ...
- 7 When you get positive feedback, ...

How might the learners be feeling?



C



- b Think of a learning situation you have been in (e.g. a driving lesson, a sport). Tell your partner about it using the headings below to say what the experience was like, but don't say what it is you learnt.

- 1 the teaching approach
- 2 what you liked best/found most satisfying
- 3 the most difficult aspect
- 4 whether you would like to have learnt it in a different way

- c Try and guess what your partner learnt and then ask more about the situation.

3a Read the strategy.

#### EXPERT STRATEGY

In Paper 4 Part 2, you should not simply describe the pictures – your response should include hypothesis or speculation from the start. See page 172 for a full list of strategies.

- b 07 Look at the photos again. Listen to the interlocutor's instructions and answer the questions.
- 1 What TWO things does the task involve?
  - 2 How long does the candidate have to do it?
- c 08 Listen to Simon doing the task. Which learning situations did he talk about? Do you agree with the points he made about each one?

#### Useful language: comparing, contrasting and speculating

- 4a 09 Listen again to the sample answer in Exercise 3c and complete these sentences about the pictures, using your own ideas or Simon's.

- 1 These situations are similar because \_\_\_\_.
- 2 The most obvious difference between the situations is that \_\_\_\_ whereas \_\_\_\_.
- 3 Unlike the students in the first picture, who \_\_\_\_, the person \_\_\_\_.
- 4 They're bound to be a bit \_\_\_\_.
- 5 I expect she's feeling \_\_\_\_ because \_\_\_\_.
- 6 It looks as if \_\_\_\_ . There seems to be \_\_\_\_ . It must be \_\_\_\_ . (Choose one)

- b In the recording, what three expressions did the student use in place of *I think*?

#### Long turn

- 5 Work in pairs. Turn to page 203. Take turns to do the task in Exercise 3b. Each of you should use a different combination of photos. The person who is not doing the task should time the other one (about one minute).

#### Task analysis

- 6 Did you complete both parts of the task and speak for a full minute? If not, what problems did you have?

## Language development 2

## The passive

1 Look at these sentences. When is the passive used?

- I was made to feel very welcome by the others.
- The students seemed overwhelmed by all the data being thrown at them.

► EXPERT GRAMMAR page 174

2a Rewrite the sentences with the passive. Begin with the words given.

- We must give all students an identity card.  
All students \_\_\_\_\_.
- Someone's starting the fires deliberately and they're spreading very quickly.  
The fires \_\_\_\_\_.
- They say he is the greatest drummer alive.  
He \_\_\_\_\_.
- They'll send out the results in six weeks.  
The results \_\_\_\_\_.
- We can't do anything about it without a receipt.  
Nothing \_\_\_\_\_.
- We've decided that we'll interview three students.  
It \_\_\_\_\_.
- My grandmother has just given me that chair.  
That chair \_\_\_\_\_.

b Compare the active and passive alternatives in questions 1 and 2 in Exercise 2a. When would the passive be more natural? When would the active be more natural?

3a Complete the text with the correct form of the verbs in brackets.

 Browsing blogs

Good-quality feedback is important to the development of learners, but too often a tutor's response (1) \_\_\_\_\_ (perceive) as demoralising and unhelpful. As a way of improving the process, some trainers now use screen-capture software, which (2) \_\_\_\_\_ (allow) their computer screen and voice (3) \_\_\_\_\_ (record) at the same time. First, a web link (4) \_\_\_\_\_ (email) to the student and, on (5) \_\_\_\_\_ (open), a video clip (6) \_\_\_\_\_ (start) to play, showing the homework that the student (7) \_\_\_\_\_ (submit) earlier. A section of the text (8) \_\_\_\_\_ (highlight), and the tutor's voice (9) \_\_\_\_\_ (can/hear) making comments. Students (10) \_\_\_\_\_ (remark) that, when teachers (11) \_\_\_\_\_ (give) video feedback, they (12) \_\_\_\_\_ (tend) to elaborate on the good points more and, if suggestions for improvement need (13) \_\_\_\_\_ (give), they (14) \_\_\_\_\_ (explain) more fully.

b How do you feel when you are given written feedback on work you have done? Which ideas in the text in Exercise 3a do you agree with and why?

4 Complete the sentences with your own ideas, using the passive form of the verbs in brackets.

- I remember once I \_\_\_\_\_ (give).
- If you come to my country you \_\_\_\_\_ (allow).
- In my view too much money \_\_\_\_\_ (spend).
- Children always hate \_\_\_\_\_ (make).
- I can't imagine I \_\_\_\_\_ (invite).

## Register

5a Find an example of a formal sentence in the text in Exercise 3a.

b Complete the second sentence so that it has a similar meaning to the first sentence, using the words given. Make the second sentence more formal than the first. There may be more than one possible answer.

- We'll soon have the study tours details ready.  
AVAILABLE, NEAR  
Details of the study tours will be (made) available in the near future.
- We've looked at the programme again and decided we should cut back a bit on the number of places we go to.  
DESTINATIONS, SLIGHTLY  
Having reviewed \_\_\_\_\_ reduced.
- All the same, I expect there'll be a lot more replies to our advert this year.  
ANTICIPATED, INCREASE, RESPONSE  
Nevertheless, it \_\_\_\_\_ to our advertisement.
- At the moment, the marketing department is working on the brochure.  
CURRENTLY, DEVELOPED  
The brochure \_\_\_\_\_ the marketing department.
- This year, they've picked Liverpool as the Capital of Culture, so it's important that we still go there.  
SELECTED, REMAINS  
Having been \_\_\_\_\_ key destinations.
- We suggest you book soon if you don't want to be disappointed.  
RESERVATIONS, RECOMMENDED  
Early \_\_\_\_\_ disappointment.

Use of English 2 (Paper 1 Part 2)



Simón Bolívar Youth Orchestra

- Lead-in** 1 Look at the photos above and discuss the questions.
- 1 What are the advantages of teaching children to play musical instruments? Are there any disadvantages?
  - 2 What is the best age to teach children a musical instrument?

- Open cloze** 2a Read the title and the text below quickly and answer these questions. (Ignore the gaps at this stage.)
- 1 Why was the Simón Bolívar Youth Orchestra set up?
  - 2 Why did it make such an impact when it first arrived in Britain?
  - 3 What change has been made recently and why?
- b** Read the instructions. What do you have to do?
- c** Read the strategy, then complete the task. Use the Help notes for support with certain items.

**EXPERT STRATEGY**

Look at the words around each gap. What kind of word (e.g. preposition, adverb) is needed to fit the context and the grammar? See page 167 for a full list of strategies.

► **HELP**

- 2 You need a preposition to complete the expression.
- 6 Think of a word to complete a linking expression.
- 7 A positive or a negative word?

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

**The Simón Bolívar Youth Orchestra**

The Simón Bolívar Youth Orchestra was named (0) *after* Venezuela's national hero. It is the product of a radical education system, which promotes social change by encouraging communities regarded (1)\_\_\_ the most deprived in the country to get involved in communal music making.

The orchestra arrived in Britain in 2007, (2)\_\_\_ the musical direction of Gustavo Dudamel. They amazed everyone with their sheer brilliance and exuberance.

Nothing quite (3)\_\_\_ it had ever been seen in the concert halls of Britain before and for a (4)\_\_\_ years they swept all before them as praise was lavished (5)\_\_\_ the young virtuosos. In (6)\_\_\_, Dudamel's star continued to rise in the years which followed and he was appointed music director of the Los Angeles Philharmonic. Now, nearly two decades later, the 'Youth' of the name has been dropped as many of the players are youthful (7)\_\_\_ longer. However, when this inspirational orchestra returned to Britain this year, critics were beside (8)\_\_\_ with delight that their brilliance and force still shone through.

- Discussion** 3 What should be the role of music in education? Which school subjects get priority and more respect than others and why?

## Writing 2 (Paper 2 Part 2: Letter of request)



- Lead-in** 1 Discuss these questions.
- 1 When do people write letters of request? (e.g. at work, when studying) Have you ever written one? Was it effective?
  - 2 What tips would you give to someone wanting to write a letter of request?

- Understand the task** 2 Read the task below and answer these questions.
- 1 WHO are 'you'? WHO are you writing to?
  - 2 What is the PURPOSE of your piece of writing? What EFFECT do you want to have on the reader?
  - 3 What POINTS do you have to include? Which information do you have to INVENT?
  - 4 What STYLE will you use: formal? neutral? informal and friendly?
  - 5 What will make the reader feel it is a WELL-WRITTEN letter?

*You are an international student in New Zealand and your course is about to finish. You have been offered a job with a local company, which you accepted, but are no longer available on the start date you agreed with the company. Write a letter to the company to:*

- explain the reason you are not available
- reassure them of your commitment
- propose a solution.

Write your **letter** in **220–260** words.

- Plan your letter** 3a Look at these jumbled notes and match them to the topic areas given in the task. Ignore any notes that don't fit and add any others you wish.

• could spend a few days with present engineer before I leave (unpaid)

• very tightly knit family

• father has had an accident

• won't happen again

• no need to readvertise

• need to go back shortly and arrange home care

• sister returning home (great!) from university course abroad

• father wants to be independent

• really keen to make role as assistant systems analyst into career with company

- b Decide which points you will definitely use and make a paragraph plan. Omit any points you choose not to use. (For example, any points which are less relevant or could be misinterpreted.)  
Where will you add your reason for writing?

Paragraph 1: Saying who you are

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

Paragraph 5: Closing comments

Remember you only have 220–260 words.

## Language and content

## 4a Circle the correct word or phrase.

- 1 My father lives *by his own / on his own* and has *had recently / recently had* an accident.
- 2 He's *quite an independent / quite independent* person.
- 3 He's determined that I *might / would / should / could* further my career abroad.
- 4 I cannot be *absolutely / totally / fully* absent at a *such / such a* difficult time.
- 5 I know the current engineer is leaving *shortly afterwards / soon after* 1st March.
- 6 I hope you will understand my *awkward situation / predicament / trouble* and will accept my suggested *remedy / answer / solution*.

## b Rewrite the sentences in a style more appropriate for a formal letter. Begin with the prompts given.

- 1 You offered me the job of assistant systems engineer.  
(*I was a successful ...*)
- 2 Sorry, but can you let me start two weeks later?  
(*It is with ... that I must ...*)
- 3 The accident has put him out of action, so I've got to go back.  
(*The unfortunate incident ...*)
- 4 He's very worried because he doesn't want to hold me back.  
(*He is extremely ...*)
- 5 Obviously, you might think that this is going to happen time and time again.  
(*It would be only natural ...*)
- 6 I had to start at the beginning of March – you made a big point of that.  
(*You were very ...*)
- 7 Given the state of play, I'd be glad to come in before I go.  
(*In the ...*)
- 8 Give us a call if you wish to talk about it.  
(*Should you ...*)

## c Complete these sentences.

- 1 I was delighted when I heard that I \_\_\_\_\_.
- 2 However, since then \_\_\_\_\_.
- 3 My dilemma is that \_\_\_\_\_.
- 4 Please let me assure you that \_\_\_\_\_.
- 5 Whatever you decide, \_\_\_\_\_.

## Write your letter

- 5 Now read the strategy and write your letter in 220–260 words, using some of the language from the exercises above.

## EXPERT STRATEGY

Make sure each paragraph focuses on a different topic, and there is a clear linking of ideas between sentences and paragraphs. Avoid one-sentence paragraphs, except sometimes at the beginning or end. See page 170 for a full list of strategies.

## Check your answer

- 6 Edit your work using the Expert writing checklist on page 190.

## Review

## 1 Choose the correct word to complete the sentences.

- 1 His CV obviously \_\_\_ an excellent impression on the interviewers.  
A made B gave C did D got
- 2 Very few interviewees demonstrated such a \_\_\_ variety of skills as Alice.  
A high B wide C broad D long
- 3 I should warn you that this project will have very \_\_\_ deadlines.  
A tight B severe C reduced D restricted
- 4 Her relaxed body language \_\_\_ a positive impact on everyone who met her.  
A provided B gave C allowed D had
- 5 It's debatable whether he will be able to \_\_\_ his ideas into practice.  
A place B use C leave D put
- 6 I was impressed by how he \_\_\_ the interview in his stride.  
A did B saw C took D made

## 2 Complete the text with the missing prepositions.

When I first started secondary school, I felt intimidated (1) \_\_\_ a group of older kids, who used to take great pleasure (2) \_\_\_ making fun of my hairstyle and the clothes I wore. Although they didn't do or say anything too bad, I was always apprehensive (3) \_\_\_ walking to school. My friends told them to grow up but the gang took absolutely no notice (4) \_\_\_ them whatsoever.

My response to this unwanted attention was to try to make the best (5) \_\_\_ a bad situation. I tried not to stand out in any way. I also felt pressurised (6) \_\_\_ wearing exactly the same brands of shoes and clothes as my tormentors.

Eventually, they appeared to take pity (7) \_\_\_ me and decided to leave me alone, but they had probably just got distracted (8) \_\_\_ having another student to talk about.

## 3 Circle the correct words to complete the sentences.

- 1 Julia was taken *aback* / *over* by the amount of homework she was given.
- 2 Problems with clients appear to *jump* / *crop* up all the time at work.
- 3 Doing work experience has *supported* / *stood* me in good stead.
- 4 Unfortunately, all the holiday jobs I wanted had been *eaten* / *snapped* up.
- 5 If you can take all the pressure in your *stride* / *step*, the experience will be worthwhile.
- 6 She was totally *overwhelmed* / *overpowered* by the amount of choice she was offered.

## 4 Complete the sentences with the active or passive form of the verbs in brackets.

- 1 By the time the work is finished, the junior school \_\_\_ (close) for over three months.
- 2 Apparently, all the classrooms \_\_\_ (repaint) at the moment.
- 3 The building \_\_\_ (expect) to have been finished last month.
- 4 The teachers \_\_\_ (hope) to move back since January.
- 5 Parents \_\_\_ (invite) to go on a tour of the classrooms as soon as they are finished.
- 6 In the meantime, plans of the new premises \_\_\_ (can/see) online.
- 7 The main priority during the last few weeks \_\_\_ (be) to keep everyday life for the pupils as normal as possible.
- 8 Rumours \_\_\_ (circulate) for some time about who has donated the funds for the refurbishment.

## 5 Complete the text with the missing words. Use the active or passive form of a verb in the box.

be carry hide never/find never/leave offer  
run away tie want work



Isla MacKinnon (1) \_\_\_ as a private investigator since she (2) \_\_\_ the job at the age of 19. The idea was to do it for a year before going to university, but that (3) \_\_\_ six years ago. Her first job was looking for a child who (4) \_\_\_ from home. He (5) \_\_\_, but she says you just have to move on and remember the reasons why you originally (6) \_\_\_ to do the job.

She always (7) \_\_\_ a small rucksack. On the strap, there is a little button, which connects to a camera that (8) \_\_\_ inside the bag.

She told me that she (9) \_\_\_ on her own at any time. A colleague always monitors her. If she feels she is in any danger, she (10) \_\_\_ her hair up as a distress signal to those who are watching.