

1 Our people

Starting off

1 Work in small groups. How do you think these things reflect our personality? (Give examples.)

- the job we choose
- the subject(s) we choose to study
- our free-time interests
- the clothes we wear
- the friends we choose

What sort of personalities do you imagine the people in the photographs have?

2 These adjectives can be used to describe personality. Complete the table by writing each adjective in the correct column.

competent conscientious genuine idealistic
 imaginative insecure insensitive modest naïve
 open-minded outgoing protective self-centred
 unconventional

Personality attributes		
Usually positive	Usually negative	Could be either

3 Choose adjectives from Exercise 2 and talk to your partner.

- 1 Explain how three of the adjectives form part of your personality.
- 2 Use three different adjectives to describe one of your close friends.



Listening | Part 4

1 Work in pairs. You will hear five short extracts in which people are talking about a family member they admire. Before you listen, look at the list of occupations (A–H) in Task One.

- 1 What do you think attracts people to these occupations?
- 2 Which do you think is easiest and which is the most difficult to learn?

Exam information

In Listening Part 4

- you hear five short monologues on related subjects and you do two listening tasks
- in each task you have to choose one answer for each speaker from a list of eight options
- you hear each speaker twice.

This part tests your ability to identify the gist of what the speakers say, their attitude and the main points, and to interpret the context they are speaking in.

TASK ONE

For questions 1–5, choose from the list (A–H) the person who each speaker is talking about.

- | | | |
|---------------------------|-----------|--------------------------------|
| A a deep-sea diver | | |
| B a fisherman/fisherwoman | Speaker 1 | <input type="text" value="1"/> |
| C a gardener | Speaker 2 | <input type="text" value="2"/> |
| D a magician | Speaker 3 | <input type="text" value="3"/> |
| E a musician | Speaker 4 | <input type="text" value="4"/> |
| F an actor | Speaker 5 | <input type="text" value="5"/> |
| G an archaeologist | | |
| H an explorer | | |

TASK TWO

For questions 6–10, choose from the list (A–H) the quality the speaker admires about the person.

- | | | |
|----------------------------------|-----------|---------------------------------|
| A a positive outlook on life | | |
| B ability to anticipate problems | Speaker 1 | <input type="text" value="6"/> |
| C an enquiring mind | Speaker 2 | <input type="text" value="7"/> |
| D attention to detail | Speaker 3 | <input type="text" value="8"/> |
| E calmness under pressure | Speaker 4 | <input type="text" value="9"/> |
| F readiness to explain things | Speaker 5 | <input type="text" value="10"/> |
| G kindness to children | | |
| H originality and inventiveness | | |

2 Which of these phrases would you associate with each occupation? (You can associate some of the phrases with more than one occupation.)

- a few of his/her recordings
- complete dedication to his/her craft
- perform a new trick
- underwater adventures
- out in all weathers
- the first person to set foot in a place
- suffer from stage fright
- digging at some excavation or other

Now think of one more phrase you might associate with each occupation.

3 Look at the list of qualities (A–H) in Task Two and paraphrase each of them using your own words. Which quality would you associate with each occupation?

4  **02** Now listen to the five speakers and do Tasks One and Two.

5 Work in pairs. Tell each other about someone interesting or unusual in your family or circle of friends.

- What do they do?
- What are they like?
- What is your relationship with them like?



Grammar

Verb forms to talk about the past

- 1 Look at these extracts 1–8 from Listening Part 4. Match the underlined verb forms with the explanations a–g. There are two verb forms you can match with one explanation.



- 1 We loved his stories of the strange creatures he'd seen.
- 2 When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing.
- 3 When she invited me to come out on one of her trips ...
- 4 We've listened to them so many times.
- 5 He'd drop whatever he was doing.
- 6 She never used to panic.
- 7 Even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site.
- 8 He's been spending a lot of time recently getting this new show ready.

- a something that happened at a specific time in the past
- b a repeated action or habit in the past which doesn't happen now
- c an activity which started before and (possibly) continued after an event in the past
- d something which happened before another activity or situation in the past
- e something which happened before another activity or situation, with an emphasis on the length of time
- f an activity that started in the past and is still happening, with an emphasis on the length of time
- g something that has happened more than once at times which are not stated between the past and the present

→ page 177 Language reference: Verb forms to talk about the past

- 2 Put the verbs in brackets into the simple or continuous form of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen *has been working* (work) in Singapore since he (leave) university two years ago, but next year he expects to be transferred to Hong Kong.
- 2 Alexander takes university life very seriously. He (study) here for six months and he still (not go) to a single party!
- 3 Maria (come) round to dinner last night. She (start) telling me her life story while I (make) the salad and (continue) telling it during dinner.
- 4 Ivana (have) a splitting headache yesterday evening because she (work) in the sun all day and she (not wear) a hat.
- 5 I (grow) up in a house which (belong) to my great-great-grandfather. We (sell) it now because it was too big for our small family.

- 3 Circle the correct alternative in *italics* in each of the following sentences.

- a My teachers (1) *were often getting* / *often used to get* annoyed with me when I was at school because I (2) *never used to bring* / *had never brought* a pen with me and I (3) *would always ask* / *have always asked* someone if I could borrow theirs.
- b The village (4) *used to be* / *would be* very quiet and remote until they (5) *built* / *had built* the motorway two years ago. In those days everybody (6) *would know* / *used to know* everyone else, but since then, a lot of new people (7) *came* / *have come* to live in the area and the old social structures (8) *gradually changed* / *have gradually been changing*.
- c When I was a child, both my parents (9) *used to go* / *were going* out to work, so when they (10) *would be* / *were out*, my grandmother (11) *was looking* / *would look* after me.



4  Exam candidates often make mistakes with present perfect, past and past perfect tenses. In the sentences below, circle the correct alternative in *italics*.

- 1 In recent times people *had* / *have had* more contact with their friends through email and mobile phones than they did in the past.
- 2 The feedback we received from our clients meant we *have been* / *were able* to provide excellent advice to the people developing the product, which they then acted on.
- 3 The party was great and the best bit for me *has been* / *was* the jazz band.
- 4 We should have had a really good holiday for what we paid, but unfortunately we discovered that they *didn't organise* / *hadn't organised* anything very much so it was rather a disappointment.
- 5 While I was studying in England, I *haven't taken* / *didn't take* an examination because it was not offered to me or to any of my fellow students either.
- 6 Are you going to the dinner on Saturday? A lot of my other friends *were invited* / *have been invited* and I know they'd love to meet you.
- 7 I *have only lived* / *have only been living* in Geneva for the past few months, though Madeleine, who you met yesterday, *lived* / *has lived* here all her life.
- 8 Petra looks after my children very well. I *haven't noticed* / *didn't notice* any weaknesses in her character, so I'm sure you'll be happy to offer her a job.



Reading and Use of English | Part 8

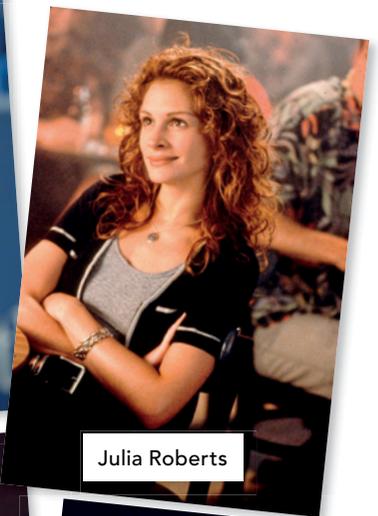
Exam information

In Reading and Use of English Part 8, you must match ten questions or statements with a text divided into four to six sections or four to six separate short texts.

This task tests your ability to read quickly and understand details, opinions and attitudes and to locate specific information.



Rafael Nadal



Julia Roberts



Nelson Mandela



Beyoncé

1 Work in small groups. You are going to read extracts from four autobiographies. Before you read, discuss these questions.

- 1 What things make an autobiography entertaining?
- 2 What things do you expect to find out by reading an autobiography?
- 3 Of the people photographed above, whose autobiography would you be interested in reading? Why?

Our people

- 2 Work in pairs. Read questions 1–10 carefully and for each question
- underline the key idea
 - paraphrase it as if you were the person speaking.

Example

- 1 *My mother worries too much about the danger I might be in.*

Who says

- | | | |
|---|--------------------------|----|
| one of their parents can be unnecessarily protective? | <input type="checkbox"/> | 1 |
| they have changed during the course of their working life? | <input type="checkbox"/> | 2 |
| their parents never imagined the consequences of something they said? | <input type="checkbox"/> | 3 |
| they discovered the job they wanted in an unlikely place? | <input type="checkbox"/> | 4 |
| one parent saw the project as an opportunity for both the parents? | <input type="checkbox"/> | 5 |
| they gain satisfaction from the way their work affects others? | <input type="checkbox"/> | 6 |
| they thought the future promised them surprising experiences? | <input type="checkbox"/> | 7 |
| their upbringing was unusual? | <input type="checkbox"/> | 8 |
| they were enthusiastic but nervous about the job they were going for? | <input type="checkbox"/> | 9 |
| they achieved promotion by staying in the job longer than other people? | <input type="checkbox"/> | 10 |

- 3 For questions 1–10 in Exercise 2, choose from the extracts A–D. The extracts can be used more than once.
- 4 Work in small groups. Discuss these questions.
- Which of the people in the texts would you be most interested to meet?
 - How important do you think parents' opinions are when choosing a career?
 - What other factors should young people take into account when choosing a career?

My early career



A Linda Greenlaw

I am a woman. I am a fisherman. Neither abused nor neglected, I am the product of a blissful and unique childhood, a rare claim these days. Like all young children, I believed wholeheartedly in the words of my mother and father. It was only natural that I took seriously the assertions of my parents that I could do whatever I liked with my life, become anything I wanted. Although the advice they gave was well intentioned, my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman.

Fishing my way through college, I made my first deep-sea trip at the age of nineteen aboard the *Walter Leeman*. By the time I graduated from college I had outlasted the original crew members I had started with, most of whom moved on to boats of their own, and became captain of the boat by attrition. Promising my parents that I would postpone law school for just one year, I became a full-time fisherman.

Adapted from *The Hungry Ocean*

B Eric Idle

When you make an audience laugh, they really do love you, and that's one of the nicest things about being a comedian. Usually you've touched them at a time when they needed some kind of reassurance or they wanted something or they were feeling depressed and then you made them feel better. So there is a sort of healing thing to it.

But you don't sit and think, 'I'm going to have a career now.' Things just happen. I stumbled into performing at Cambridge University. I think there's something very seductive about the glamour of dressing up and playing someone else, and that comes from a sadness. I think I only became any good eventually through Monty Python* by being disguised and by being other people and it was only latterly in my life that I have been able to be funny as myself or be confident. I don't have to put on a disguise or wear a wig now but that's what I used to do.

*Monty Python's Flying Circus was a comedy series broadcast between 1969 and 1974.
Adapted from *The Pythons Autobiography*

**C Emma Richards**

It had been only a few short months before that I'd made a flying visit to Scotland to tell my parents I was going to sail around the world. Dad had picked me up from Glasgow airport. He'd asked if I was up for a wedding or a party, the kind of occasions for which I'd normally make a flying visit.

'No,' I said. 'I've got something to tell you. I'm going to sail around the world alone.'

My mum often doesn't sleep when I'm at sea. She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago. She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers. She said it'd be great to see all those places, they'd be there to support me. She just kept talking.

Adapted from *Around Alone*

**D Kate Adie**

Then, in a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading, but I wasn't very busy; and there in the classifieds was an advertisement, headed *BBC Radio Durham*. I can still remember the jump it gave me, as the small private thought woke up at the back of my mind and leaped around shouting silently: this is it, this is it.

I didn't dare tell anyone, not my parents, nor my friends, and I realised with some trepidation that I wanted it very much indeed. Somehow the life with the BBC might satisfy a lot of unarticulated longing for . . . I wasn't sure what; just something to do with bigger events, the wider stage, the unexpected.

Adapted from *The Kindness of Strangers*



Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Although the advice they was well intentioned, my parents never dreamed that it might come back to haunt them.

A made B gave C said D expressed

- 2  Exam candidates often use the wrong verb when they should use *give* or *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- When you print the article, we also expect you to give an apology.
 - Her report on the trip did not show accurate information so we were quite confused.
 - I have some suggestions to give before the forthcoming trip.
 - I hope your company will give me at least a partial refund.
 - I'm so grateful that you have made me the chance to attend the course.
 - In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
 - Installing modern technology will give a good impression of the college.
 - Our evening lectures were made by 'experts' who knew nothing about the subject.
 - There is another recommendation I would like to give concerning the club.
- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.
- a speech, lecture, talk, performance
 - (someone) information, details, advice, instructions
 - a(n) recommendation, comment, apology, suggestion
 - someone a(n) chance, opportunity
 - someone a refund, their money back
 - a phone call
 - an impression on someone
 - someone an impression

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4 you

- complete six sentences with between three and six words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage grammar, vocabulary and collocations.

- 1 Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- His actions were based on what his uncle advised him to do.
ADVICE
The basis for his actions him.
A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised
- Alba made every effort to arrive at the meeting on time.
BEST
Alba to the meeting on time.
A did her best to get
B made the best to arrive
C tried very hard to make it
- Unless the product is in perfect condition, we cannot return your money.
REFUND
We will be unable the product is not in perfect condition.
A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

- 4 Otto's teachers were favourably impressed by the presentation he gave to the class.

IMPRESSION

Otto's presentation to the class
his teachers.

- A gave a favourable impression to
B made a favourable impression on
C made an impression which was found very favourable by

- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I would often go cycling with my father when I was a child.

USED

My father cycling with him when I was a child .

- 2 Having apologised, Klaus shook my hand.

APOLOGY

When Klaus , he shook my hand.

- 3 Anna has been trying as hard as possible to take care of her children.

CAN

Anna has been doing the after her children.

- 4 For me, the second chapter was more convincing than the rest of the book.

PERSUASIVE

I found the second chapter other part of the book.

- 5 I never planned to annoy you.

AIM

It you angry.

- 6 I've never had problems with my car before.

TIME

This is the me problems.

Speaking | Part 1

Exam information

In Speaking Part 1 the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family and your interests, etc.

This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

- 1 Work in pairs. Read the questions below from Speaking Part 1. Which questions are a mainly about the present? b mainly about the past?
- How would you answer each question?
- 1 What do you most enjoy doing with your friends?
 - 2 Have you ever had the opportunity to really help a friend? How?
 - 3 Would you prefer to spend your holidays with your family or your friends?
 - 4 What is the best way for people visiting your country to make friends?
 - 5 Who do you think has influenced you most? Why?
 - 6 What is your happiest childhood memory?
 - 7 Who is the best teacher you've ever had?
 - 8 Tell me about a friend of yours and how you got to know him or her.
- 2  03 Listen to two students, Marta and Lukas. Which question does each of them answer?
Marta: Lukas:
- 3  04 Now listen to them again, with the examiner's questions, and say if the following statements are true (T) or false (F).
- 1 They both give very brief answers.
 - 2 They give some details or reasons to support their answers.
 - 3 They use a range of tenses appropriately.
 - 4 They speak in a relaxed, natural way.
- 4 Think about how you could answer each of the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

 page 194 Speaking reference: Speaking Part 1



Writing | Part 1

An essay

Exam information

In Writing Part 1 you write an essay in which you discuss a question or topic. You are given

- three areas to consider and you must discuss two of them
- three opinions which you can use if you wish.

This part tests your ability to develop an argument or discussion, express your opinions clearly and support your ideas with reasons and examples.

1 Underline the key ideas in the writing task below.

Your class has taken part in a seminar on whether the education system does enough to help young people to find jobs which fit their abilities and interests. You have made the notes below.

Methods schools and universities use to help students find suitable jobs

- providing courses and qualifications
- work experience programmes
- careers advice

Some opinions expressed in the seminar:

'We study lots of things which we'll never use in any future job.'

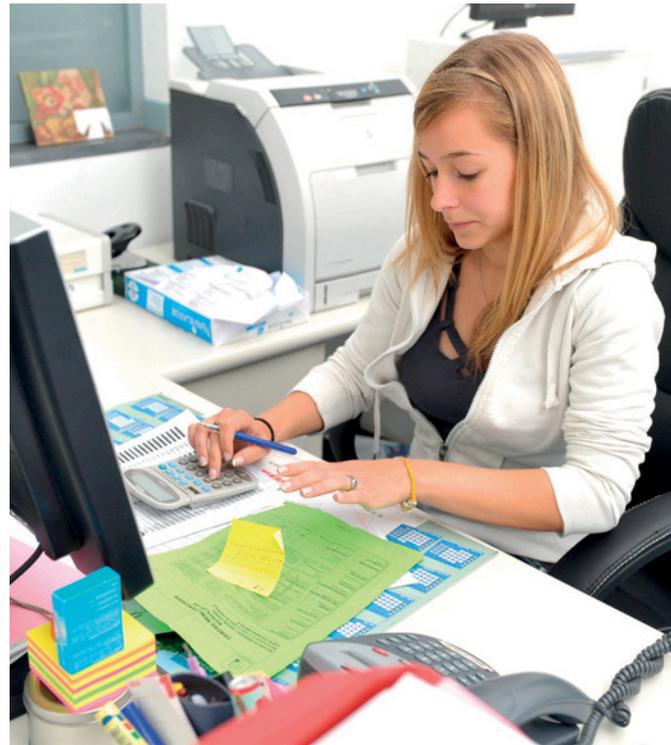
'Without work experience you'd have no idea what to study at university.'

'Some of my teachers can't give me advice because they've never done any job other than teaching.'

Write an essay discussing **two** of the methods in your notes. You should explain **which method is more effective**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.



2 Work in small groups.

- Discuss each of the methods and whether or not you agree with the opinions expressed in the seminar.
- During your discussion, express your own opinions on the methods and give reasons for your opinions.
- Take notes on the main ideas which arise during the discussion.

3 Read the writing task in Exercise 1 again. Do you think the following sentences are true (T) or false (F)? Why?

- 1 You must discuss all three methods.
- 2 You must decide which is the best method.
- 3 You must say whether you agree or disagree with the opinions expressed.
- 4 If you use any of the opinions, you should express them in a more formal style.
- 5 When you express your opinion, you should say why you hold that opinion.
- 6 You can expand the topic to talk about other issues related to work that interest you.
- 7 You can write your answer using a bulleted list of points instead of formal paragraphs.
- 8 The task contains a word limit, but if you write 300 words you will get higher marks.

- 4 Read Cristina's essay. Then complete the plan she wrote beforehand by matching the notes (a–e) with the paragraphs.

For many young people it is hard to find the sort of job they aspire to. 1This is in part due to a mismatch between what education provides and what employers believe 2they require.

Schools and universities should offer students courses which provide 3them with qualifications which will attract potential employers. However, employers often complain that courses are too theoretical and do not teach students the practical skills 4they will need in the workplace.

While I understand 5this viewpoint, I do not entirely share 6it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. 7These abilities will be useful throughout people's working lives. To achieve 8this, I do not think it matters whether someone studies history or theoretical physics as long as the right teaching methods are used. Students will then pick up the specific job skills they require very quickly once they are in full-time employment.

It is often suggested that young people need to gain work experience in order to make an informed choice of university course and career. Although I believe 9this helps to focus students' minds on what working life will be like, generally speaking it is not possible for students to get a wide enough range of experience to be able to choose 10their career wisely.

I would therefore argue that the best way to help young people find suitable jobs is to give them an excellent general education while ensuring that employers realise how valuable 11it is.

Plan

Para 1: Introduction:

Para 2:

Para 3:

Para 4:

Para 5: Conclusion:

- a education should teach students to think – useful for every job
- b provide a good all-round education + persuade employers of its importance
- c employers say courses not practical enough
- d difficulty finding jobs – education vs. employers' needs
- e work experience often too limited for students to make informed choices



- 5 Work in pairs. Discuss these questions.
- 1 Why is it important to underline the key ideas in the writing task?
 - 2 Why should you write a plan before you write your essay?
 - 3 Did Cristina follow her plan exactly?
 - 4 Has she dealt completely with the instructions in the writing task?
 - 5 What words and phrases does she use in her essay to introduce her opinions?
 - 6 To what extent do you agree with Cristina's point of view?
 - 7 Why is it important to make your opinions clear in an essay?
- 6 When you write, it is important that each paragraph should cover a different aspect of the subject and that sentences should be linked together using clear references. What do the underlined reference words in Cristina's essay refer to?
- 7 Write your own plan for the writing task in Exercise 1. When you have finished, compare your plan with a partner's.
- 8 Read Cristina's essay in Exercise 4 again and highlight any words or phrases you would like to use in your essay. Also, copy them to your plan and to your notebook.

Then write your essay following your plan.

→ page 186 Writing reference: Essays