



# 8 Learning and working

## READING AND USE OF ENGLISH



### Part 8

1 Explain the differences between these pairs of words.

- |                    |                 |
|--------------------|-----------------|
| 1 a) learning      | b) instruction  |
| 2 a) lecture       | b) tutorial     |
| 3 a) lecturer      | b) professor    |
| 4 a) scholar       | b) scholarship  |
| 5 a) seminar       | b) workshop     |
| 6 a) enrol         | b) qualify      |
| 7 a) graduate      | b) graduation   |
| 8 a) undergraduate | b) postgraduate |
| 9 a) educated      | b) educational  |
| 10 a) prospectus   | b) syllabus     |

2 Discuss these questions.

- 1 What different ways of learning are shown in the pictures?
- 2 Which of these ways of learning do you think suits you best? Why?
- 3 Which other ways of learning do you like? Which do you dislike? Why?

3 Look at the exam task. Quickly read the text and decide which kind of learner is most similar to you.

#### Quick steps to Reading and Use of English Part 8

- When you have found an answer, read the question again and study the evidence in the text carefully.
- Cross out questions as you answer them.
- If you can't decide, eliminate the obviously incorrect letters and guess.

4 Look at the Quick steps, underline the key words in questions 1–10 and do the exam task.

#### Exam tip

Remember that you will need to use at least one option more often than others.

### Exam task

You are going to read an article in which a psychologist assesses four different kinds of learner. For questions 1–10, choose from the kinds of learner (A–D). The kinds of learner may be chosen more than once.

#### According to the psychologist, which kind of learner ...

likes to take into account what has happened in the past before they act?

1

has little interest in ensuring something remains effective once it has become operational?

2

feels the need to make sure different things fit into an overall pattern?

3

may be irritated if they encounter obstacles to the introduction of innovations?

4

quickly loses interest in conversations they believe to be pointless?

5

prefers to avoid taking part in anything that has not been sufficiently well thought through?

6

dislikes it when people fail to take the subject seriously enough?

7

enjoys participating in group activities?

8

needs to see the immediate relevance and usefulness of learning something?

9

would always be opposed to basing an opinion on insufficient evidence?

10

## Four different kinds of learner

### Learner A

People in this group adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way, assimilating disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until everything is tidy and forms part of a rational scheme. They like to analyse and synthesise, and are keen on basic assumptions, principles, theories, models and systems. Their philosophy prizes rationality and logic, so questions they frequently ask are: 'Does it make sense?', 'How does this go with that?', and 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous, approaching problems in a consistently logical manner. This is their 'mental set' and they rigidly reject anything that conflicts with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything that treats the matter in hand with less respect than they feel it deserves.

### Learner B

These people are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them, and are liable to resent any rules or regulations that may impede their implementation. They also tend to be impatient with discussions that they believe are not goal-orientated, and their attention soon begins to wander if they feel they are going round in circles. They are essentially practical, down to earth people who like making practical decisions and solving problems. They see problems and opportunities as a challenge, and their philosophy is: 'There is always a better way' and 'If it works, it's good'.

### Learner C

People in this group involve themselves fully and without bias in new experiences, they enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once', so they tend to act first and consider the consequences afterwards. Their days are filled with activity and they tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next, as they tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves. These people like to stand back to ponder experiences and observe them from many different perspectives.

### Learner D

They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone making definitive judgments for as long as possible. Their philosophy is to be cautious, never to make wild guesses or jump to conclusions. They are thoughtful people who like to consider all possible angles and implications before making a move, and will be reluctant to become involved in activities that others put forward without having carefully considered the likely outcome. They prefer to take a back seat in meetings and discussions, listening to others and getting the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they do something it is in response to earlier as well as current events, and others' observations as well as their own.

5 Use the context to explain the meanings of these expressions.


- |                           |                            |
|---------------------------|----------------------------|
| 1 won't rest easy (A)     | 7 first hand (D)           |
| 2 the matter in hand (A)  | 8 come to a conclusion (D) |
| 3 brimming with (B)       | 9 what counts (D)          |
| 4 open-ended (B)          | 10 take a back seat (D)    |
| 5 go round in circles (B) | 11 getting the drift (D)   |
| 6 die down (C)            | 12 adopt a low profile (D) |





# GRAMMAR

## Relative clauses Page 94

**1**  Correct the mistakes in these sentences written by exam candidates. In each case explain why it is wrong.

- 1 You, that have always been concerned about education, should understand this.
- 2 I can attend the interview any time except Friday evenings, which I have a Spanish class.
- 3 We were disappointed there was no price reduction for students who they were not from this country.
- 4 Firstly, the report on college food does not refer to its quality, what seems suspicious.
- 5 Seferis was a Greek poet who's work was dedicated to his country.
- 6 It is difficult to move to a country that you are unfamiliar with the language, culture and everything around you.
- 7 My job is to plan activities for club members which ages are between 16 and 18.
- 8 The school is advertising its Business English course which is taught very well.
- 9 There have been serious complaints from students, which are refusing to use the canteen.
- 10 In the meeting, that took place yesterday, some members made interesting suggestions.

**2** Complete each sentence with a relative pronoun, adding commas if necessary. In which sentences can the relative pronoun be omitted? Why? / Why not?

- 1 My younger brother showed me the essay ..... he had written.
- 2 That's the primary school ..... I met my best friend.
- 3 On Sundays ..... the library is closed I read at home.
- 4 Students ..... parents have a low income can apply for a grant.
- 5 The teacher ..... I liked most was Mr Anderson.
- 6 Maths ..... was my favourite subject was our first lesson of the day.
- 7 My mother ..... is a lecturer did her PhD at Cambridge.
- 8 The college ..... I studied at has since closed.

**3** In more formal styles, 8 above could be written *The college at which I studied has since closed*. Rewrite these sentences using a preposition + relative pronoun.

- 1 The research the theory is based on is unreliable.
- 2 The people Stephen studied with were all experts.
- 3 We were shown the desk the President sits at.
- 4 There is an Open Day that prospective students are invited to.
- 5 He is a philosopher who many books have been written about.
- 6 The day the Queen was born on was a Friday.
- 7 That distant star has a planet we know little about.
- 8 The person I wrote to has yet to reply.

**4** We can place quantifiers such as *all of*, *both of* or *many of* before *which* and *whom*. Join the sentences as in the example.

*Example: I read that textbook. I didn't understand half of it.*  
*I read that textbook, half of which I didn't understand.*

- 1 I have two sisters. They are both at university.
- 2 Nicky sent off two job applications. Neither of them was successful.
- 3 I've lost touch with most of my ex-classmates. Many of them went abroad to study.
- 4 This department has done a lot of research. All of it has been published.
- 5 Astronomers observed a large number of meteorites. Few of them reached the ground.
- 6 In the study we interviewed hundreds of people. The majority lived locally.
- 7 This is where the ancient city stood. Little of it remains today.
- 8 The talk was attended by a large audience. None of them left before the end.





# READING AND USE OF ENGLISH

## Words with a prefix and a suffix

1 Correct the mistakes in these sentences written by exam candidates. What is the base word in each case?

- 1 It is an unescapable fact that people regret things they have done.
- 2 The public use our firm's car park illegally.
- 3 There are several reasons for the unsatisfaction of the staff.
- 4 Some overprotecting parents keep that role even when their kids are grown up.
- 5 Undeniable, there are advantages to living longer.
- 6 It is the children's outbringing that will help them cope with life's problems.
- 7 My friend unexplicably took the other boy's side.
- 8 Being in a winning team brings an undescribable feeling of pride.

## Spelling changes

2 The words in the box form new words by changing their internal spelling. Make these changes and complete the sentences.

broad depth detain maintain prove  
repeat resolve strong

- 1 The police now have sufficient ..... that the men stole the computers.
- 2 The river is being ..... to allow bigger ships to reach the port.
- 3 Our aim is to ..... the cultural ties between the two countries.
- 4 The old college building needs a lot of expensive .....
- 5 For somebody so young, Mia has an amazing ..... of knowledge.
- 6 Urgent talks are taking place to find a ..... to the crisis.
- 7 Try to avoid any ..... of those mistakes.
- 8 At my parents' school, ..... was a common punishment.

## Part 3

### Quick steps to Reading and Use of English Part 3

- Remember that answers may depend on the whole context, not just the words before and after the gap.
- Check whether the word in capitals needs more than one change.

3 Quickly read the text and answer the questions.

- 1 What are 'employability skills'?
- 2 Do you think they are a useful addition to university courses?

4 Do the exam task. Which answers require both a prefix and a suffix? Which need internal spelling changes?

### Exam tip

If you need a noun, decide if it is countable or uncountable.

## Exam task

For questions 1–8, read the text below. Use the word 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).

Example: 0 REASONABLY

### Graduates need employability skills

Years ago, anyone with a degree could be (0) ..... confident of finding a job.	REASON
But with ever more graduates looking for work, that confidence has now been replaced by (1) ..... even among those with a Master's. Graduates, no matter how well qualified, are (2) ..... being required to show they also have 'employability skills', such as numeracy, business awareness and the (3) ..... to deal with problems creatively.	CERTAIN
Fortunately for (4) ..... undergraduates, many universities already aim to develop such skills as part of their courses, frequently with the help of professional (5) ..... working in the relevant business sector. The approach often has both (6) ..... and practical elements, for instance designing a marketing campaign and then working with actual clients.	INCREASE
Activities are done in groups, thus (7) ..... that students become used to team work. Any (8) ..... to take part can be overcome by pointing out that for many employers the ability to work in a team is essential.	CAPABLE PROSPECT
	ADVICE
	THEORY
	SURE WILLING





# LISTENING

## Part 2

- 1 Work in small groups. Which of the expressions in the box mean a-e? What differences in meaning are there?

appoint be employed dismiss  
fill a position fire go into hire  
hold down a job lay off let go  
make redundant on benefits out of a job  
practise quit recruit resign retire  
sack serve step down take on

- a) get or do a job  
b) give somebody a job  
c) leave a job  
d) make somebody leave a job  
e) without a job

- 2 Discuss these questions.

- 1 How many people are out of work in your country?
- 2 In which industries have a lot of people been laid off?
- 3 What are the most common reasons for people being dismissed?
- 4 Why do some people find it difficult to hold down a job?
- 5 Which organisations recruit people of your age?
- 6 What kind of work or profession would you like to go into?
- 7 What would make you resign from a job?
- 8 At what age would you like to retire?

- 3 Look at the photo and answer the questions about being an airline pilot.

- 1 What personal qualities are needed?
- 2 What training is required?
- 3 What are the advantages and disadvantages of the work?



### Quick steps to Listening Part 2

- Be sure you know how numbers, including ordinals (1st, 2nd, etc.) and fractions, are pronounced.
- Take care with words or numbers that appear to fit a gap, but are not the right answer.
- Write up to three words.

- 4 Study the exam task. What kind of word, phrase or number is needed for each answer?

- 5 2.09 Read the Quick steps and Exam tip, then do the exam task.

## Exam task

You will hear airline pilot Anita Ricci talking about her work. For questions 1–8, complete the sentences with a word or short phrase.

### My job: airline pilot

Anita's (1) ..... wasn't good enough for her to become a military pilot.

Most airline pilots start their careers as a (2) ..... pilot.

It is becoming less common to have a (3) ..... on an aeroplane.

Anita cannot fly a plane on her present route for more than (4) ..... without a break.

Anita likes flying into Swiss airports because of the excellent (5) ..... there.

Anita says that as a pilot you have to be able to accept (6) ..... from others.

Over (7) ..... pilots applied recently to work for Anita's company.

Anita says airlines are particularly sensitive to changes in (8) .....

### Exam tip >

It is simpler to write any numbers as figures, for example 96 rather than *ninety-six*. You also avoid the risk of making spelling mistakes.



# SPEAKING

## Adding emphasis

1 For each of a–d, complete the second sentence with one word. Then answer questions 1–4 about each of those sentences.

- I want to study physics at university.  
What I want to study at university ... physics.
- I took the job as I needed the money.  
The reason I took the job ... that I needed the money.
- The manager replied to my email.  
The person who replied to my email ... the manager.
- I sent off my application last month.  
It .... last month when I sent off my application.

- Which information is emphasised?
- How does the sentence begin?
- What comes before a form of the verb *be*?
- Is any other change needed?

2 Rewrite the sentences to emphasise the underlined expressions, using the words in brackets.

- You need to work harder. (What)
- Travelling to work causes the most stress. (It)
- Bankers seem to make the most money. (The people)
- Emma resigned because she didn't like her boss. (The reason)
- I found all the form-filling really boring. (It)
- My friend and I first met at the office. (The place)


3 Tell your partner the following, using emphatic forms from Exercises 1 and 2.

- The job you'd most like to do.
- The most boring thing you have to do.
- The country you'd most like to live in.
- The kind of people who annoy you most.
- The time when you feel most relaxed.
- Something you would like to achieve.


## Part 4 Page 111

### Quick steps to Speaking Part 4

- Whenever the examiner asks you a question, try to think of two or three replies.
- If you prefer not to give an opinion immediately, say something like *It depends* or *I'm not sure*, and outline arguments on both sides.
- If you partly agree with an opinion, say something like *Yes, up to a point, but ...*

4  **2.10** Listen to this extract from Maxim and Dariya practising Part 4 and answer the questions.

- What question does the teacher ask them?
- Which speaker considers arguments on both sides before giving their opinion?
- Does the other speaker completely agree?

5  **2.10** Listen again and answer the questions.

- What expressions does Maxim use to avoid giving an opinion immediately?
- What expression does Dariya use to show she partly agrees with Maxim?
- Which phrases beginning *What ...* and *It ...* do they use?

6 In groups of three, do Part 4 three times. Each time, one of you is the examiner. Follow these instructions.

- Ask the 'candidates' three questions, if necessary prompting with *Why?* or *Do you agree?*
- Stop them after five minutes and comment on how well they did the task.

### List of questions for Speaking Part 4

- Which jobs in your country are considered to be good jobs?
- Which job would you least like to do?
- Would you prefer to work on your own or as part of a working team?
- Do you think it is more important to make a lot of money or to enjoy your job?
- In what ways do you think people's working conditions should be improved?
- Why do some people find it difficult to choose a career?
- Would you prefer to have one career, or a series of different jobs during your working life?
- Which is more important for an employee: qualifications or experience?
- Which is better: working in an office or working online from home?

### Exam tip

Don't worry if the examiner stops you before you have said everything you intended to. There is a strict time limit for each part of the Speaking test.





# 8

## WRITING

### Formal language

1 Which of these are common in formal writing, and which are more likely to be found in informal writing?

- |                            |                             |
|----------------------------|-----------------------------|
| 1 long words               | 6 conversation expressions  |
| 2 exclamation marks        | 7 contracted forms of words |
| 3 passive forms            | 8 impersonal tone           |
| 4 long, complete sentences | 9 question tags             |
| 5 phrasal verbs            | 10 abbreviations            |

2 Replace the underlined informal expressions with more formal words from the box.

are well informed   understand the situation   excessive  
 extremely disappointed   fortunate   misunderstand me  
 I am quite interested in   I was completely unaware

- I like the sound of the vacancy advertised by your company.
- I feel the price you have quoted me is over the top.
- Please don't get me wrong when I make this point.
- I realise that I am in luck to be given this opportunity.
- It's news to me that the firm intends to close this office.
- I would be gutted not to be offered this position.
- I am extremely grateful for your explanation. I now completely get the picture.
- It is clear from our correspondence that you know your stuff.

### Part 2: formal letter

 Page 101

3 'Work experience' typically involves school or college students doing one or two weeks unpaid work in term time. Discuss these questions in small groups.

- What are the advantages for students of doing work experience?
- How does the employer also benefit?
- If you are a student, what kind of work experience would you like to do? If you are already working, what kind would you like to have done when you were at school?

4 Look at the exam task and answer the questions.

- Who are you writing to?
- Why are you writing to them?
- What must your letter contain?
- What style should you write in?

### Exam task

Your company has a number of vacancies for students who wish to do two weeks' work experience during the next summer term. You have been asked by your manager to write a letter to a local college. Your letter should explain:

- what your company does
- what kind of work the students would do
- how they would benefit from working for the company.

Write your letter.

5 Which of the following would be appropriate for this task? Which would not? Why?

- They can chill out with their mates in the coffee bar.
- They would develop their skills in a professional working environment.
- We've got loads of fun jobs for the guys at your college.
- The full-time staff would ensure they made the most of their time here.
- Check out our website for more info!
- I trust you will find this information helpful.
- I look forward to hearing from you.
- Speak soon.



6 Quickly read the model letter below. In which paragraph does the writer do each of the following?

- 1 describe the work students would do
- 2 say what her company does
- 3 outline its work experience programme
- 4 suggest what the reader should now do
- 5 give a reason for writing
- 6 explain how students would benefit

Dear Sir or Madam,

I am writing to inform you that this hotel will be able to offer work experience to twelve students aged 16 to 18 during the summer term. Placements will last a fortnight and no wages will be paid.

The hotel employs over 100 full-time staff, the majority of whom live in the local community. In addition to providing luxury accommodation, we serve high quality meals in our restaurant and café, and offer extensive leisure facilities including a gymnasium, swimming pool and sauna.

Placements will involve working with reception staff, housekeepers, maintenance workers and porters, kitchen staff and waiters, fitness instructors and lifeguards. Young people will be expected to carry out the same tasks as permanent employees, but suitable training will be given. They will receive health and safety instruction when their placement commences, and will be supervised at all times. They will also be assessed throughout and receive constructive advice from their supervisors.

On successful completion of their placement, students will be awarded a Work Experience Certificate and a detailed description of the work they have done, both of which will be useful additions to their CV. Moreover, their placement will introduce them to the world of work, possibly giving them ideas for careers and enabling them to make contacts for future networking. What will benefit them most, however, is the opportunity to develop their employability skills, regarded by many employers as essential for those seeking their first job.

I would be most grateful if you could pass this information on to your students.

Yours faithfully,  
Montserrat Oriol

7 Answer the questions about the model letter.

- 1 In what style is the letter written?
- 2 What formal beginning and ending does the writer use?
- 3 Which two quantifier + preposition + relative pronoun forms does she use?
- 4 Which emphatic *What* form does she use?
- 5 Which formal expressions in the letter mean the following?

tell big gym staff training begins looking for very pleased

8 Read these exam task instructions and answer the questions in Exercise 4 about it.

## Exam task

You see this newspaper advertisement.

The Central has vacancies for young people on our annual two-week Work Experience programme. Unpaid work will be available in our kitchens, restaurants and leisure facilities, as well as in maintenance, housekeeping and reception.

Tell us which job you would like to do and why, why you would be suited to working in a hotel environment, and what you hope to learn from the experience.

Send your application to: Ms Klaudia Nowak, Human Resources Manager, Central Hotel

Write your letter.

9 Look at the Quick steps and plan your letter. Which of these points are relevant to this exam task?

- 1 your willingness to learn from others
- 2 your experiences as a hotel guest
- 3 what you want to find out about yourself
- 4 how much you would like to earn
- 5 any experience you already have of the work you want to do
- 6 why you should be given a management position at the hotel
- 7 how you rate your interpersonal skills
- 8 your capacity to work hard

10 Write your letter in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

### Exam tip

Don't include any postal email addresses in the Writing paper.