F. You are going to read a magazine article about success and how to attain it. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

Secret to Success

Most of us have been on the receiving end of an inspirational speech. Usually it is delivered by a former Olympian at a company conference and is all about the big M: motivation. It is sometimes eloquently delivered and often fun to listen to but most people leave the room wondering how thirty minutes of biographical information about a rowing champion is going to help them back in the office. Nobody would dispute that motivation is a key driver of performance but this knowledge does not help many of us understand where it comes from. Listening to a sportsperson speaking about their own personal journey may be uplifting but how is it going to leave a lasting and usable legacy in terms of how you approach your job? It is almost insulting to think it could.

It is not anecdotes we need, so much as a science of performance, underlying principles that help unlock the question of why some people work hard and excel while others don't; why some are committed to what they are doing while others exist in a state of semi-detachment. It is a question with ramifications not just for business but for education. And, fortunately, the answers are beginning to emerge. To see how, we need to take a step back and ask a deeper question: where does excellence come from?

For a long time, it was thought that the answer hinged, in large part, upon talent. Hard work may be important but if you don't have the ability, you are never going to become top class. It is the notion that high-level performers have excellence encoded in their DNA.
It turns out that this point of view is mistaken. Dozens of studies have found that high-flyers across all disciplines learn no faster than those who reach lower levels of attainment - hour after hour, they improve at almost identical rates. The difference is simply that high achievers practise for more hours. Further research has shown that when students seem to possess a particular gift, it is often because they have been given extra tuition at home.

The question of talent versus practice/experience would not matter much if it was merely theoretical. But it is much more than that. It influences the way we think and feel, and the way we engage with our world. And it determines our motivation. To see how, consider an employee who believes success is all about talent - this is known as the 'fixed mindset'. Why would they bother to work hard? If they have the right genes, won't they just cruise to the top? And if they lack talent, well, why bother at all? And who can blame someone for having this kind of attitude, given the underlying premise? If, on the other hand, they really believe that practice trumps talent — the 'growth mindset' — they will persevere. They will see failure as an opportunity to adapt and grow. And if they are right, they will eventually excel. What we decide about the nature of talent, then, could scarcely be more important.

So, how to create a growth mindset within an organisation? Interventions which have presented participants with the powerful evidence of how excellence derived from perseverance - which explains the possibility of personal transformation - have had a dramatic impact on motivation and performance. When this is allied with clearly identifiable pathways from shop floor to top floor, so that employees can see the route ahead, these results are strengthened further.

Businesses that focus on recruiting external 'talent' with 'the right stuff' on the other hand, and who neglect the cultivation of existing personnel, foster the fixed mindset. A rank-and-yank appraisal system is also damaging because it suggests that the abilities of those ranked the lowest cannot be developed. In short, an ethos constructed upon the potential for personal transformation is the underlying psychological principle driving high performance. It is an insight that is not merely deeply relevant to business but to any organisation interested in unlocking human potential.

LIVEWORKSHEETS

31 The writer is concerned that motivational speeches do not
A carry conviction.
B give useful advice.
C interest the audience.
D respect the listeners.

32 The writer believes we should learn more about
A the factors behind motivation.
B the ways people's commitment to tasks can be developed.
C the importance of workers' different principles.
D the similarities between practices in business and education.

33 Research suggests that successful people
A do not need to work hard.
B have an innate talent.
C benefit from personal training.
D can learn very quickly.

34 In paragraph 5, the writer poses several direct questions in order to
A make readers consider their own experiences.
B invite comment.
C emphasise his point.
D consider different situations.

35 According to the writer, employers need to
A encourage ambition in their employees.
B ensure employees know their place in a company.
C record the development of each employee.
D reward good performance of their employees.

36 The writer uses the phrase of rank-and-yank appraisal system to refer to
A insufficient investment in personal development.
B promotion that is too rapid.
C an acceptance of poor performers at high levels.
D changing the recruiting strategy of a company.

LIVEWORKSHEETS

G. You are going to read a magazine article about an expat coming back home. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

Madrid, my home sweet home

It took a long time, but expat Isabel Eva Bohrer is finally ready to call Madrid her home

"Back home!" Whenever I board and disembark a plane, I make a point of texting my family about the status of my travels. The Iberia flight from Munich, where I grew up, to Madrid, where I had been living for two years, had been on time. "That's a surprise"', I thought — the Spanish airline is notorious for its delays and strikes. Yet when I hit the 'send' button of my phone, I was caught even more profoundly by surprise. For the first time, I had referred to Madrid as my home.

As expats, we are bound to reflect on the notion of home at one point or another. Where is home? For many expats, the concept isn't black or white. Home involves numerous grey areas, including family and friends, memories, language, religion, lifestyle, culture and more. Having lived abroad in the United States, Argentina, Chile, Brazil, Switzerland and France, among others, I knew what it was like not to feel at home. In the United States, not having a Social Security Number made me an outsider, causing numerous inconveniences, such as not being able to get a phone contract with certain providers. In Brazil, not speaking the language perfectly had made me uneasy as I sensed that people talked behind my back.

In Spain, my blonde hair and fair skin clearly marks me as not a native. And yet, over the course of two years, I have managed to feel at home in the Spanish capital. My unpretentious apartment in the *barrio de Salamanca* — as opposed to the waterproof tent I had lived in while working on an organic farm in the Argentine Patagonia — allowed me to unload my baggage, both physically and mentally. Instead of having to gather wood for the night's fires, as I had done when hiking in the South American mountains, I could settle down and focus on my professional goals as a writer.

But the feeling of home transcends the mere fact of having a somewhat permanent place to live. It is a mental sensation of equilibrium that is achieved over time. For me, feeling at home in Madrid has been a slow progressing relationship. The city initially made my acquaintance as a child: I had attended several summer camps to improve my language skills. At age 16, I completed an internship at an architecture firm in the north of the city. And at age 22, the capital and I hit a home run: I came back for good, moving in to my current *piso* (apartment). Slowly but surely, I learned to live the Spanish lifestyle. Dealing with *cantamafanas* (literally translated as "those who sing tomorrow") is the quotidian routine here.

As a natural optimist, I continue to believe in all the positive aspects of living in Madrid. If sports ignite your spirit, Spaniards will welcome you to cheer along — the third-straight crowning of the Spanish football team at Euro 2012 was unprecedented. Unparalleled, too, is the nightlife, which will enthral flamenco lovers and clubbing addicts alike. At 8 a.m. you can watch the sun rise with *chocolate con churros*. In fact, the culinary joys never seem to sleep in Spain. There are tapas bars open at all hours, too many to enumerate. For the best *bacalao* (cod fish) in town, try *Casa Labra*, and the Bar *Los Caracoles* near the *Rastro* flea market for some Spanish *escargot*.

From the azure sky, my glance returned to the SMS on my phone: "Glad to hear you arrived safely," my family had texted back. Though they referred to that particular Munich-Madrid flight, I read the message as a more universal interpretation of the expat lifestyle. As expats, we undergo a period of ambiguity, in which we always feel like those who have just arrived. But if you give your new destination a chance, it can eventually become your home.

LIVEWORKSHEETS

31 What is most unexpected for the writer?
A the early arrival of a plane that is usually late
B something she subconsciously includes in a message
C a difficult question she is asked by her family
D the respect other travellers give her

32 Feeling comfortable in another country isn't easy if
A you are not accepted by the local people
B you are always moving on
C you are out of touch with your family
D you have some official problems

33 The writer compares her accommodation in Madrid and Patagonia to focus on
A expenses
B practicalities
C health problems
D ethical issues

34 What does the writer say about feeling at home in Madrid?
A It didn't happen quickly
B It depended on finding a good place to live
C It was a result of becoming proficient in Spanish
D It required an acceptance of a slower lifestyle

35 According to the writer, which aspect of Spanish culture gives both traditional and modern experiences?
A sport
B food
C shopping
D nightlife

36 The writer believes that expats are often
A disappointed by their new life
B insecure in the first few months
C anxious about their decision to move
D unlucky in their choice of destination

LIVEWORKSHEETS

H. You are going to read a magazine article about people unable to throw old things away. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

My hoarder mum and me

I'd always considered my father to be something of a hoarder. Our family home was flanked by a pair of garages but neither was used for anything as prosaic as parking cars. Instead, they both bulged, ceiling to floor, with a bizarre and ever-growing menagerie of stuff: old windsurfing magazines, broken kettles, mouldy carpets, two dozen or more used stick deodorants. At the time, the rest of the family thought my father's stockpiling of apparently redundant objects was funny, a harmless eccentricity shared by middle-aged men nesting in garages and sheds across the land.

Years later, when Obsessive Compulsive Disorder became a recognised medical condition, I started to wonder if those overflowing garages might have been bad for his health. Watching the moving documentary *My Hoarder Mum and Me* put my father's relatively benign symptoms into context. In it, Vasoulla, a lifelong hoarder and mother of TV presenter Jasmine Harman, invited a film crew into her home, or rather, her multi-storey storage facility. Every room in Vasoulla's house contained more stuff than space. The staircases were almost impassable and in the kitchen, Vasoulla had problems chopping vegetables because every flat surface had already been commandeered by clutter. The house would have looked tidier if it had been struck by a tornado.

To her credit, Vasoulla realised that she had a serious problem, not least because her hoarding had been going on - and getting worse - for years. Her grown-up sons remembered thinking it normal for dinner to be served in a bedroom; it was the only room that could accommodate the whole family. The hoarding had evidently been especially hard on Jasmine. All the way through my life I've felt that my mum's stuff was more important than me,' she reflected quietly. Any Freudian analysts watching will have been scribbling in their notebooks when Jasmine told us she now presents a TV property series that helps people to find their ideal homes. In contrast to Vasoulla, Jasmine 'vacuums everything, sofas, chairs, even the kitchen worktops.'

Over the course of the documentary, which followed the family over several months, Jasmine coaxed and cajoled Vasoulla to jettison at least some of her junk. It was a slow, painful process - Vasoulla had been known to buy back her own possessions just hours after donating them to charity. In need of professional help, Yasmin consulted a Dr Mataix-Cols, who told her hoarding was considered a form of OCD but did not get the attention and research grants it deserved because it wasn't yet recognised as a condition in its own right. The author of another book about hoarding had even more dispiriting news for Jasmine. 'Give up,' she was told, 'because hoarders never stop hoarding'.

Unperturbed by these gloomy prognoses, Jasmine helped Vasoulla sift through the flotsam and jetsam. It was impossible not to share Jasmine's frustration with her mother's attachment to even her most ephemeral possessions ('Can I throw away a copy of the Financial Times from 2010?'). Yet by the end, you also shared Jasmine's triumph as the carpets of three of her mother's rooms were reintroduced to the light of day for the first time in years. It would be an overstatement to say that Vasoulla had conquered her obsession. But she was touchingly appreciative of what Jasmine had done for her and vowed to continue their house-clearing project. 'It feels good to see the table again,' she said.
After hearing Vasoulla's extraordinary story, I realised that my father isn't a hoarder at all. It isn't objects he prizes. It's their usefulness. Like many of his generation, who grew up in post-war austerity, my father likes to squeeze every drop of value from everything he owns, even if it means storing it for decades to do so. The windsurfing magazines will come in handy if he gets back into windsurfing; the carpet could do for a third garage. He even had a brilliant scheme for his collection of used deodorants. Incensed that you could never reach the final ten percent of the deodorant because of its plastic casing, he decided to heat and transfer the residue from each into an empty casing, thereby creating one new, reconstituted deodorant. At the time, my

LIVEWORKSHEETS

brother and I thought he was potty. But now I see that my father was actually decades ahead of the curve. He wasn't hoarding our family's discarded possessions; he was recycling them.

31 When he was younger, the writer believed his father's collection of strange old things
A was amusing to look at.
B should not be taken seriously.
C was understandable at his age.
D bordered on the obsessive.

32 After watching the documentary, the writer was
A certain his father had a severe health problem.
B confused by his father's symptoms.
C aware his father's situation wasn't as bad as some.
D worried his father was in a dangerous environment.

33 The writer mentions Jasmine's new job to
A indicate possible psychological effects of her upbringing.
B show she survived childhood difficulties and became successful.
C compare types of environment people live in today.
D emphasise that Jasmine's priorities are not influenced by her mother.

34 When helping Vasoulla, Jasmine had to
A remove some of Vasoulla's possessions secretly.
B make Vasoulla see the funny side of the situation.
C ask an expert to diagnose Vasoulla's condition.
D find ways to persuade Vasoulla to part with some possessions.

35 During the documentary, Vasoulla
A managed to recover from her obsession.
B overcame her frustration with her messy house.
C recognised the value of Jasmine's help.
D found important things she had long forgotten.

36 What has the writer learned about his father?
A He wanted to preserve things to remember the past.
B He was concerned about wastage.
C He hoped to make money from his possessions.
D He was determined to make life easier for his family.

LIVEWORKSHEETS

I. You are going to read a magazine article about dog-training process. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

A working life: the guide dog trainer

As mobility instructor for Guide Dogs for the Blind, Gareth Evans has the rewarding job of matching dogs to their owners.

I'm blindfolded and frightened. Cars are roaring past as I stumble along busy Leamington Spa pavements, terrified I'll unwittingly stray into the path of a vehicle. But Spriggs, the black Labrador whose brown training harness I'm desperately clinging to, soon has me at ease, calmly steering me around hidden obstacles, pedestrians, workmen and parked cars with every wag of his tail. Spriggs is close to finishing his training with Guide Dogs for the Blind and will soon be partnered with a visually impaired person.

At some point Spriggs will have been tutored by Gareth Evans, a local man who has worked with the charity for close to sixteen years. 'It has to be a partnership when you take on a guide dog,' he explains. 'We can only get the dogs to a certain level and then the owners have to take over and they will get out of that partnership what they put in.' Evans grew up in nearby Warwick surrounded by puppies - his family were regular 'puppy walkers' for the charity, the name given to families that look after a puppy for its first 12-14 months before handing it back for training, as well as breeders. 'Guide dogs have always been in my life and I'd always wanted to work for the charity.'

He achieved that ambition when he was nineteen, spending five years working in the kennels before a broken wrist led him to shadow the organisation's rehab workers, who provide training and guidance to help people live independently. 'What impressed me most was how you could give someone the smallest piece of advice, some of it not even related to dogs, that would make a huge difference to their lives, such as how to make the text on their television screen bigger,' he remembers. 'So I retrained as a rehab worker and did that for eight years.' Four years ago he became a mobility instructor for the charity, which means that as well as finishing off the dogs' tuition with advanced training, he helps match dogs to owners, provides support while they get to know each other and makes annual aftercare visits.

Evans thinks there are many myths about the role of guide dogs. 'A lot of people think they take their owners for a walk, that the owner says, "Right, off to the fish and chips shop, please," and the dog takes them there,' he says. 'The owners are the ones in control and who need to know where they are going. The dog is only helping them look out for roads and obstacles, it's not actually taking them anywhere - although if it learns a route, it might pop into a shop if the owner visits frequently.' He talks of the occasional embarrassment suffered by owners whose guide dogs betray their love of takeaways by padding into the kebab shop even if the owner wishes to walk past.

When I am blindfolded and partnered with Spriggs for my walk, I immediately realise how big a jump it is from trusting your own eyesight to trusting that a dog will guide you safely around town. For the first five minutes I am genuinely scared that my life is held in the paws of a canine I've never met but I slowly become attuned to Spriggs's subtle movements when he pulls me to the left or right to avoid obstacles or as he prepares to stop at a kerb. I marvel as he obeys my command to turn right at one pavement edge. All the while Evans is telling me what to do, how to give the dog feedback, to pat him affectionately when he has done well, along with numerous other instructions.

By the time I take the blindfold off, I have genuinely bonded with Spriggs, to the extent that Evans jokes: 'I'd better check your bag to see you haven't stolen him,' and I get an inkling of the incredible bond that dogs and owners must share. On the train back to London I spot one of Spriggs's black hairs on my leg and it reminds me of my childhood pet Sid, a Jack Russell terrier I still miss to this day. It then strikes me why Evans has been with Guide Dogs for the Blind for so many years: when you are a key part in forging so many beautiful relationships, partnerships that lead to vastly improved lives, why would you want to work anywhere else?

LIVEWORKSHEETS

31 Why does the writer start to feel more relaxed in the first paragraph?
A He knows he will shortly regain his sight.
B He has survived a difficult experience.
C He begins to have faith in his guide.
D He is approaching the end of the journey.

32 Gareth believes that a successful guide dog is ultimately the result of
A the breeding and quality of the dog.
B the level of training the dog is given.
C the early stages of care when they are young.
D the interaction between owner and dog.

33 When working in rehabilitation, Gareth was
A encouraged by the degree of independence the blind people had.
B surprised by the value of his own contributions.
C confident that he could learn from the experience.
D undeterred by his physical problems.

34 The writer mentions the 'fish and chip shop' to
A illustrate the talents of a good guide dog.
B correct a common illusion.
C explain a difficult procedure.
D emphasise the importance of training done by owners.

35 When taking part in the experiment, the writer believes that
A being in control of the dog is a very powerful feeling.
B knowing how to direct the dog takes time.
C relying on the dog takes considerable courage.
D reacting to the dog's affection is important.

36 What is the writer's reaction to the experience?
A He would like to do the same work.
B He can identify with the satisfaction Gareth gets from his job.
C He values the experience of being dependent on a guide dog.
D He wishes that he could have another dog of his own.

LIVEWORKSHEETS

J. You are going to read an article about a management theory book. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

The new management gurus

What can animals tell us about business?

Bees. Ants. Reindeer. Not the usual topic of conversation at an average board meeting. But if Peter Miller's debut book, Smart Swarm, is anything to go by, the creatures could revolutionise the way we do business. In the latest in a series of books that challenge leaders to think differently, Smart Swarm explores the habits, actions and instincts of animals and how they can be applied to business. The book is set to become the most talked about in management circles after Miller, a senior editor at National Geographic Magazine, wrote an article on the subject a few years ago, which was read by 30 million people globally.

It follows a string of 'business thinking' books that have hit the shelves in recent years, all searching for new answers on how to run organisations effectively. Obliquity, published in March, told us that the most profitable companies are not the most aggressive in chasing profits, Wikinomics, a bestseller, demonstrated new models of production based on community and collaboration. Miller believes his book is the first time anyone has laid out the science behind a management theory. 'The biology of how ant colonies or beehives work are appealing models for organisations and systems that can be applied in a business context,' he says.

So how exactly can bees help run board meetings? 'By the way they work independently before they work together,' Miller says. 'Picture a huge beehive hanging on the branch of a tree, with about 5,000 bees vying for space and protection. They know their colony is getting too big and leaving them vulnerable. They must find a new home — and fast - but in a way that everyone agrees with. In today's business environment, managers need to be able to make the right decisions under huge amounts of pressure. Yet, it is clear that some of the best-paid leaders in some of the biggest organisations can get it dramatically wrong. How is it that they can fail to make efficient business decisions when a swarm of bees can make a critical decision about their hive in just a few seconds?'

According to Miller, 'swarm theory' can help managers in three simple steps: discover, test and evaluate. The bees first realise they have a problem. They then fly into the neighbourhood to find potential new sites. They come back and perform a 'dance' to get other bees to follow them. Eventually, the bees with the best dance attract the most votes - and a decision is made. Back to the board meeting. Managers that encourage debate, and then have a ballot over which idea is best, stand a better chance of getting it right, Miller says. 'The bee example tells you that you need to seek out diversity in your team. You need to have a way of gathering up very different approaches and ideas so you can make sure you pick the right one.'

Ants, in addition, can help businesses organise workflow and people. In an ant colony, there is no leader. Ants are self-organised, and respond to their environment and each other. One ant on its own could not raid a kitchen cupboard, but one ant telling the next one that it's worth following him to find food ends up creating a food chain. 'In an ant colony, you get the right number going in and out searching for food, you get the right number taking care of the babies,' Miller says. 'As a manager, this can tell you your hierarchy, your bureaucracy, is getting in the way of getting the work done.'

The airline industry has already flirted with the idea that ants can help make flying stress-free. Southwest Airlines, an American low-cost airline, was concerned its 30-year-old policy of letting customers choose where they sit once they boarded a plane was slowing down the process. By creating a computer simulation of people loading on to a plane, based on what ants would do, the company was able to show that assigned seating would only be faster by a few minutes. It was not worth scrapping their first-come, first-served policy, which was a key part of the company's brand.

LIVEWORKSHEETS

Miller says: 'If you are concerned about surviving the next business cycle, in other words giving your company the resilience and ability to bounce back from challenges that you can't anticipate, then Nature is a great model.'

31 What does the writer say about Smart Swarm in the first paragraph?
A It has already attracted a great deal of attention.
B It is one of several books on animal behaviour and business.
C It concerns a topic that a great many people are interested in.
D It reflects what is already happening in some businesses.

32 Miller believes that his book differs from other 'business thinking' books because of
A the evidence given in support of the theory.
B the ease with which the theory can be implemented.
C its focus on behaviour rather than profit or production.
D its emphasis on practical action rather than theory.

33 In the third paragraph, the writer says that the behaviour of bees can show managers
A the consequences of making the wrong decisions.
B how to pinpoint exactly what a problem is.
C how to arrive at the correct conclusions very quickly.
D the need to act decisively when under great pressure.

34 According to the 'swarm theory', managers need to
A consider the effect of a decision on a variety of other people.
B be able to persuade others that their proposed decisions are right.
C regard decision-making as a collaborative process.
D accept criticism of decisions they have made.

35 The example of ants raiding a food cupboard illustrates
A the need to create the right kind of hierarchy and bureaucracy.
B the differences between how managers and employees think.
C the belief that aims can be achieved in various different ways.
D the effectiveness of employees making decisions for themselves.

36 Looking at the behaviour of ants caused Southwest Airlines to
A improve one of its practices.
B speed up one of its processes.
C retain one of its policies.
D increase customer choice.

LIVEWORKSHEETS

K. You are going to read an article in which a young journalist talks about using social media to find a job. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

Using Social Networking Sites to Find a Job

Having secured her own first job recently, Patty Meissner looks at young people's use of social networking when looking for work.

In many countries, a growing number of people in their twenties are turning to social media in the hope of finding work. Services like the social networking site Twitter and the professional networking site LinkedIn offer the chance for more direct contact with would-be employers than has previously been the case. But with greater access comes a greater chance to make mistakes.

Take the case of a young jobseeker in the US who contacted a senior marketing executive via LinkedIn. The marketing executive in question had an impressive list of influential people in her contact list; people whom the young jobseeker felt could help him land a job. The marketing executive, however, had other ideas. Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years with a complete stranger who'd done nothing to deserve such an opportunity, she not only rejected his contact request, but sent a vicious and heavily sarcastic rejection note that has since gone viral. Those who saw the note online were appalled, and the sender probably now regrets the tone of her note, if not the message it conveyed. But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour. She has drawn attention to an unfortunate truth. Social media is a potentially dangerous tool for job hunters who don't know how to use it. And a worrying number are getting it wrong.

There's a horrible irony here, because in many countries social networking sites like Facebook and Twitter have been the bread and butter of twenty-somethings' social lives for years. When my generation were teenagers, social media was our escape from the prying eyes of parents and teachers. It was a cyber extension of the playground pecking order - a place to impress, to embellish and experiment. It was a world based largely on fantasy. You could find yourself in a three-hour conversation with someone online and then completely ignore them at school. With careful picture/song selection for your Facebook page, you could become a completely different and much more intriguing person overnight. And if you couldn't be bothered with conversation, 'poking' people on Facebook was a legitimate alternative.

However, when it comes to using social media for professional networking, our very knowledge and experience of sites like Facebook may actually be a hindrance. Using social media in a professional capacity is a completely different ball game, but for some twenty-somethings, the division is not clear cut. We first earned our online presence by being bold and over-confident, which could explain why some of us still come across like this. Just because a lot of people 'liked' your posts on Facebook, it doesn't mean you'll be able to use LinkedIn to show potential employers that you're someone worth employing. We need to realise that what we learned about social networking as teenagers no longer applies, and we must live up to employers' standards if we want to get on in the world of work.

One of the most common complaints from employers regarding young jobseekers on professional networking sites is that they're over-familiar in their form of address, and appear arrogant. This serves to perpetuate older generations' perceptions of us as an 'entitled generation'. In fact, we're very far from this; in many countries we're increasingly desperate about finding employment, which is why many of us are turning to social media in the first place. This impression of arrogance hurts the employment prospects of young people who - despite their communication errors - actually possess the skills and drive to become a valuable part of the workforce.

So what's the right way to contact someone on a professional networking site? Firstly, explain clearly who you are, and let the person you're writing to know what's in it for them - maybe you could offer to do a piece of

LIVEWORKSHEETS

research for them, or assist in some other way. This approach gives you a much better chance of getting a useful reply. Refrain from sending impersonal, blanket emails, and keep the tone humble if you want to avoid leaving a sour taste in the recipient's mouth. Remember - social media can be a great way to make useful contacts, but it needs careful handling if you don't want the door slammed in your face.

31 How did the senior marketing executive feel about the jobseeker who contacted her?
A annoyed by the timing of his message
B regretful that she had to reject his request
C furious at his assumption of her cooperation
D surprised that he offered her nothing in return

32 What does the writer say about the senior marketing executive?
A Her note was an attempt to gain publicity.
B Her attitude is not unusual on social networking sites.
C She has unintentionally helped those looking for work.
D Someone of her experience should treat jobseekers better.

33 What point does the writer make about social networking sites as used by her own generation?
A They gave teenagers the impression that real conversation wasn't necessary.
B Teenagers used them to avoid having to engage with people they didn't like.
C They gave teenagers the chance to escape from their boring lives.
D The personalities and relationships teenagers had on them didn't reflect reality.

34 As regards professional networking, the writer believes that many people of her generation
A have exaggerated opinions of their own employability.
B over-estimate the use of social media in the world of work.
C fail to distinguish between social networking for pleasure and for work.
D are unaware of the opportunities that professional networking sites can offer them.

35 In the fifth paragraph, the writer says that young jobseekers feel
A certain that they are entitled to good jobs.
B concerned that they may not be offered work.
C certain that they have the ability to be useful as employees.
D concerned that they are giving the wrong impression to employers.

36 What does the writer advise jobseekers to do?
A tell prospective employers what they may gain in return
B research the recipient carefully before they make contact
C give careful consideration to the type of work they are seeking
D approach only people they have a real chance of hearing back from

LIVEWORKSHEETS