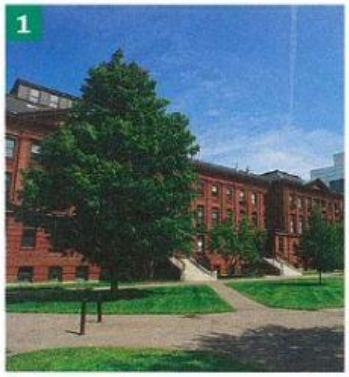
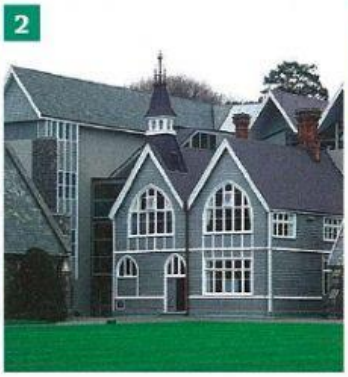
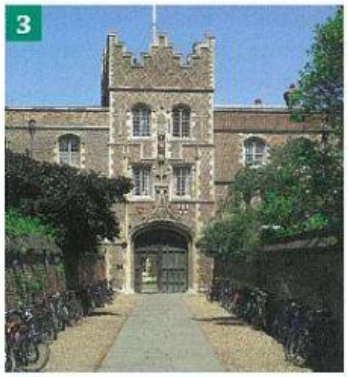
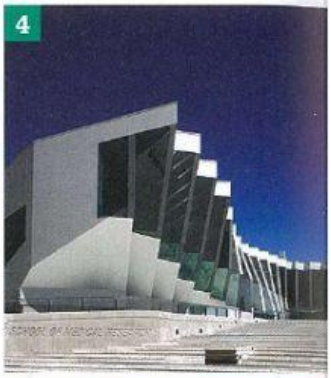
5 Learning and earning
LISTENING

Part 2

L Page 95

1 Look at the photos. Which university is in the UK, the USA, Australia and New Zealand? Why do you think so?

2 1.10 Complete the text with these words. Then listen to check your answers.

academic Bachelor's graduate lectures Master's postgraduate qualify secondary seminars thesis tutor undergraduates

The higher education systems in some English-speaking countries such as the UK, Australia and New Zealand are similar in some ways. Pupils at (1) ..... school take examinations at the age of 18, and those who (2) ..... for university then usually begin their (3) ..... degree courses, which normally last three or four years. At this stage students are known as (4) ....., and they learn about their subject by attending (5) ..... in large groups. These are often followed by discussion in (6) ....., involving a much smaller group of students and a (7) ..... who asks questions and encourages them to talk about the topic. When they successfully finish their first degree, students (8) ..... and may then go on to do a (9) ..... course such as a (10) ..... degree. For most students, the highest (11) ..... achievement is to obtain a doctoral degree by writing a (12) ..... based on research.

3 Look at the exam task instructions and answer these questions.

1 What is the topic of the recording?
2 Why do you think Alba went to New Zealand to study?
3 What do you think are the advantages and disadvantages of doing that?

4 1.11 Read exam questions 1–10. What kind of word, e.g. date, noun, do you need for each question? Then listen and do the exam task.

Quick steps to Listening Part 2
- Try to predict what you will hear by reading the instructions and the sentences.
- The first time you listen, write your answer lightly in pencil, in case you want to change it later.

Exam task

You will hear European student Alba Ortega talking about goin to university in New Zealand. For questions **1–10**, complete the sentences.

Alba decided to go to New Zealand because her _____ **1** had studied there.

One reason Alba chose Christchurch was that she could go _____ **2** when she was there.

Alba likes the fact that the _____ **3** is quite different from that in her home country.

At first she found it difficult to call some people by their _____ **4** .

She is impressed by the fact that most of the staff write _____ **5** .

She believes she is now a lot better at _____ **6** than she was.

After she graduates, Alba intends to _____ **7** in Christchurch.

When she first came to New Zealand, Alba was surprised by the distance from _____ **8** .

Her summer holidays start on _____ **9** .

In December, Alba hopes to see _____ **10** when she goes away.

Exam tip ›

Sometimes you need to write three words, but often one or two words are enough.

LIVEWORKSHEETS

5 GRAMMAR

Review of future forms Page 107

1 Look at extracts a–f from the recording in Listening and match them with uses 1–6. What is the name, e.g. future simple, future continuous, of each of these future forms?

a *I think I'll give skiing a try sometime.*
b *I will have graduated, I hope, by the end of this year.*
c *I'm meeting my personal tutor on Wednesday.*
d *I've already made up my mind I'm going to teach.*
e *I'll be doing that for about a year.*
f *My exams started on October 28th and they finish a week from now.*

1 for a definite future arrangement with someone
2 for an action in progress in the future
3 for a decision about the future or a prediction based on evidence
4 for a prediction, something that's not certain or a sudden decision
5 for a future event fixed by a timetable or schedule
6 for something that will be finished before a particular time

2 Which of these sentences written by exam candidates contain mistakes? Correct the mistakes. In some cases more than one answer is possible.

1 On the ticket it says that my plane is arriving at 22.30 on Friday.
2 The new teacher is meeting the college students later today.
3 I would only like to travel in late June because I've just finished my course at that time.
4 I also know English and French quite well, which I believe are going to help me a great deal.
5 I'll tell you everything, with all the details, when we meet again.
6 I'm sorry but I can't do the course in August because I'll go camping with my friends then.
7 Visiting you in July is just perfect because the schools will have closed and I will already have sat my exams.
8 I need a new dictionary. I think I will have gone to Foyles Bookshop next Monday.

3 In pairs, ask and answer the questions using future forms. Use full sentences.

1 Where / you spend / your summer holidays?
A: *Where will you be spending your summer holidays?*
B: *I'll be spending them at the seaside.*
2 When / you do / your homework?
3 Who / you meet / next weekend?
4 In which month / the next school term / start?
5 By what age / you think / you / finished studying?
6 How many children / you think / you have?
7 Where / you probably work / ten years from now?

Noun suffixes: -or, -ist, -ian, -er, -ant

4 Match these suffixes with groups 1–5 to form words for jobs, then write each word. What spelling changes are needed for some of the words in each group?

-or	-ist	-ian	-er	-ant

1 assist, attend, consult, account, serve
2 music, politics, electricity, history, mathematics
3 novel, guitar, economics, physics, psychology
4 invent, operate, inspect, investigate, invest
5 deal, lecture, bank, philosophy, research

5 Look at these pairs of nouns. In each case, which means 'the person who gives something', and which means 'the person who receives something'?

trainee/trainer employee/employer payee/payer
interviewee/interviewer examinee/examiner

6 What do we call somebody who:

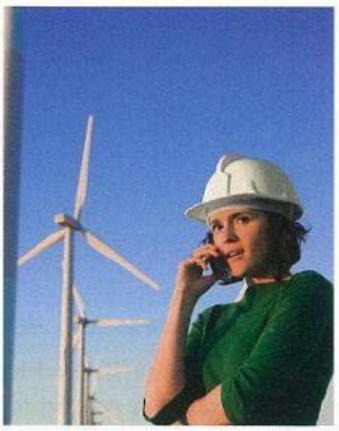
1 participates in something?
2 instructs other people?
3 works in chemistry, or studies it?
4 presents a TV show?
5 specialises in something?
6 works in a library?
7 survives an accident?
8 drives a motor vehicle?
9 supplies something?
10 seeks refuge from a disaster?

LIVEWORKSHEETS

5 READING AND USE OF ENGLISH

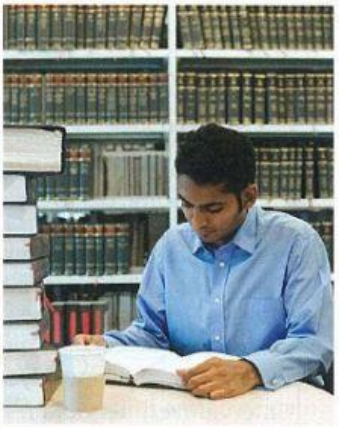
Part 7

doctor



engineer

financial adviser



legal assistant

1 Look at the photos. Answer the questions.

1 What do you think these young trainees will be doing in twenty years' time?
2 Which of them will have the biggest salary?
3 Which will enjoy their work the most? Why?

2 Read the exam task instructions and the title of the text, and look at its layout. Answer these questions.

1 What is the topic of the text and how many parts are there?
2 Who are the people?
3 What kind of information do you need to find?

3 For each of questions 1–10, underline (or note down) the key words as in the example (1).

4 Do the exam task. As you read, look for words, phrases and sentences that express the same ideas as the key words in the questions. Underline the words, phrases or sentences that tell you the right answers.

Exam tip

You don't have to begin by reading the whole text. You may find it helpful to read the questions first, then scan each part of the text.

Quick steps to Reading and Use of English Part 7

- Before you make your mind up about an answer, read the question again and look carefully at the evidence in the text.
- For some questions, you may be able to choose more than one option. If so, there will be extra spaces next to these questions.

Exam task

You are going to read an article in which four people talk abou their careers. For questions **1–10**, choose from the people (A–I The people may be chosen more than once.

Which person

did not go to university?	1
has heard the company might be bought by a bigger organisation?	2
was pleasantly surprised by the working conditions?	3
says that enthusiasm and determination will bring great success for the employee?	4
found it difficult at first to complete work on time?	5
is confident they will be able to carry out their extra duties?	6
says the way they are paid makes financial planning simpler?	7
liked their job as soon as they started it?	8
had to understand a lot of new things very quickly?	9
is unsure exactly how much they will earn in the future?	10

LIVEWORKSHEETS

Training for the future

Four young trainees talk about their jobs.

A **Jessica**

After leaving school, I had a gap year working in Africa before I did my medical degree. I'm now a Junior Doctor in training at a local hospital, where the work is demanding but very rewarding with lots of advice and support from senior colleagues. Before I started here I'd expected to have to work very long hours, but nowadays there's a maximum of 48 hours per week for doctors. There is of course shift work, but the days of junior doctors having to live in and be on call all night are, I was happy to find, long gone. There's also a clearly laid-down salary structure in this profession, and that makes it easier to think ahead – for instance, if you're intending to take out a loan for house purchase, you know roughly what you'll be able to afford.

B **Stefan**

I'm a Trainee Financial Advisor with a leading Financial Services firm. I came here after I graduated in Economics and took to the work straightaway. Once I've finished my training, I'll be working with an established team of specialist advisors. That will mean taking on a lot of added responsibilities such as building lasting business relationships with clients, but I'm sure I'll manage. And although the basic salary is possibly a little below average, from next year there will also be a few extras such as fully paid holidays in Miami and a car allowance, as well as a company lunch every month at one of the best restaurants in town. If, like me, you're highly motivated, in this firm your career can really take off.

C **Arantxa**

I graduated last year and shortly afterwards I was taken on here as a Graduate Engineer. Unlike some of my colleagues I didn't have any work experience and the tasks I was given were quite varied, so there was a tremendous amount to take in all at once. And in those early days I had a little trouble meeting deadlines, though as I gained experience I quickly got over that. From next autumn I'll become a buyer for the firm, purchasing imported goods and equipment, which means I'll control a fairly large budget. That's going to be quite a challenge. At present I'm keen to remain here at this branch, though that may be affected if the rumours that a major corporation is considering taking the firm over turn out to be true.

D **Matthew**

I would like to have studied Law at university but I didn't have the grades, so I went straight from school into a law firm. I spent two years there, and then took up my current post in Local Government as a Trainee Legal Assistant. It's interesting work, with lots of variety within the field of planning law. I have particular responsibility for public transport, for instance giving legal advice on any new schemes or proposed changes in the bus, tram or suburban rail networks. That means doing a lot of research, so a basic requirement of the job is the ability to work on one's own, rather than as part of a group. The salary here is reasonable, although in the present economic climate, with such huge cuts to public spending, that may not be the case for much longer. Still, I feel it's a worthwhile job, and fairly secure, too.

5 **Make sure you have put a letter in every space.**

Phrasal verbs with *take*

6 **Match these phrasal verbs in the text with meanings 1–8.**

take out (A)	took to (B)	taking on (B)	take off (B)
taken on (C)	take in (C)	taking over (C)	took up (D)

1 started doing (a job)
2 getting control of (a company)
3 employed
4 started to like
5 understand completely
6 obtain, from a bank or insurance company, for example
7 suddenly start to be successful
8 accepting (a responsibility)

7 **Complete the sentences with phrasal verbs. Use the correct form of *take* and a suitable adverb particle.**

1 Now that exports have increased, the firm is going to ..... 100 more staff.
2 At first I didn't really ..... the new boss, but I quite like her now.
3 When our company was ..... by a much bigger firm, some people lost their jobs.
4 Simon has ..... far too much work. He looks exhausted all the time.
5 Sales of our new product have really ..... since we began advertising it on TV.
6 We would like you to ..... the position of Assistant Manager from next month.
7 If you drive a car, you must ..... insurance in case you have an accident.
8 So much was new on my first day at work that it was hard to ..... everything ..... .

LIVEWORKSHEETS

5 SPEAKING

Countable and uncountable nouns

G Page 107

1 Look at these extracts from the text in Reading and Use of English on page 43 and complete the rules with the words *countable nouns* and *uncountable nouns*.

taking on a lot of added responsibilities
there will also be a few extras
a little trouble meeting deadlines
That's going to be quite a challenge.
It's interesting work
That means doing a lot of research

1 We can use *a* or *an* with singular ..... . We can use (*a*) *few, many* or *a lot of / lots of* with them in the plural.
2 We can't use *a* or *an* with ..... and there is no plural. We can use (*a*) *little, much or a lot / lots of* with them.

2 Correct the mistakes in these sentences written by exam candidates.

1 I can go there by bike, on foot, or even use public transports.
2 I get many information from the Internet.
3 I have a big room with old furnitures, and pictures on the walls.
4 I do not have many news to tell you.
5 For my project I had to do a lot of practical works.
6 The problem is that I have only a few money.
7 My computer's memory is very big, so it has a lot of space to install other softwares.
8 I always paint when I have a spare time.
9 Now the recession is getting worse and unemployments are increasing.
10 I am very keen on music, but I have very few experience of singing in public.

3 Are these nouns usually countable or uncountable? Write phrases with six of them.

Example: *a little knowledge*

advertising advice commerce deal discovery duty earnings education homework institution knowledge leisure manufacturing opportunity position production profession qualification research responsibility technology

Part 1

S Page 97

4 1.12 You are going to hear two very strong students, Alisa and Francesco, doing Part 1. The first time you listen, tick the topics that the examiner asks them about.

a travel
b science and technology
c education and work
d the media
e family
f leisure activities

5 1.12 Listen again. How do Alisa and Francesco use these words and phrases? Which are countable, and which uncountable?

spare time pleasure overtime management engineering course research degree

Quick steps to Speaking Part 1
- Be confident and speak loudly enough for the examiners and your partner to hear you.
- Listen to the examiner and your partner speaking to each other. This will help you get used to their voices.

6 Work in pairs. Ask and answer these questions.

1 How well do you think you'll do in your next exams?
2 What are you going to do when you've finished your studies?
3 Do you think you'll use English a lot in your job? Why? / Why not?
4 What kind of studies or work do you think you'll be doing in three years' time?
5 What are you going to do when you next have some free time?

Exam tip

Don't try to make a speech that you prepared earlier! It may not answer the question asked, and it wouldn't sound natural.

7 Tell your partner how well you think they answered the questions in Exercise 6. Be polite and give helpful advice.

LIVEWORKSHEETS

5 READING AND USE OF ENGLISH

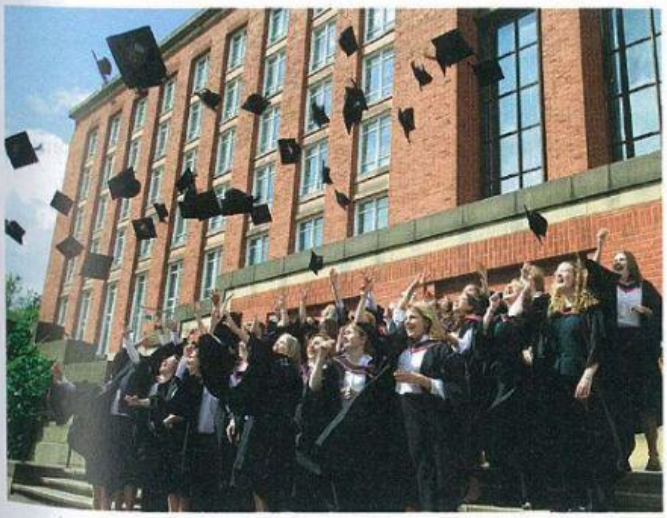
Part 3

1 Complete the sentences with the correct form of the words in brackets. Use suffixes, and plural forms where necessary.

1 I've always been interested in nature and I'm going to become a ..... (biology).
2 I'm in charge of the office, so I have a lot of ..... (responsible).
3 We will increase ..... (produce) as demand for what we manufacture grows.
4 We always ask the ..... (interview) why he or she wants to join the company.
5 I had little ..... (know) of other cultures before I worked abroad.
6 Some ..... (employ) make their staff work longer hours than others.
7 On my first day at work, the boss gave me some ..... (advise).
8 Some people say there is too much ..... (advertise) on television.
9 Why do ..... (politics) have such long holidays when the country has so many problems?

Quick steps to Reading and Use of English Part 3
- If the missing word is a noun, decide whether it's countable or uncountable. If it's countable, does it need to be plural?
- Make sure that the word you have written makes sense in the sentence as a whole.

2 Look at the exam task. Quickly read the title and the text, without filling in any gaps for now. Which graduates are most likely to find jobs, and which are least likely?



Exam tips
- Check your spelling. You will lose marks if it isn't correct.
- When you have finished, make sure you have changed all the words in capitals.

3 Look at the example (0). Answer the questions. Then do the exam task.

1 What kind of word (noun, adjective, etc.) is *employ*?
2 What kind of word is needed for the gap?
3 What suffix is required?
4 Is *employment* countable or uncountable? Does it need a final *-s*?

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 EMPLOYMENT

Jobs for graduates

Although most graduates find **(0)** ..... within a year of leaving university, and their **(1)** ..... tend to be substantially higher than those of non-graduates, the rates vary from subject to subject. — **EMPLOY** / **EARN**

Recently, **(2)** ..... carried out a survey of over 200,000 graduates who stated their **(3)** ..... for work, and found that nearly all those with degrees in medicine and dentistry had jobs twelve months after graduating. — **RESEARCH** / **AVAILABLE**

Education comes next in the list, showing that a teaching **(4)** ..... usually leads pretty quickly to a job, followed by law. For those looking for work as **(5)** ..... , the prospects aren't quite so bright, especially in the physical sciences. — **QUALIFY** / **SCIENCE**

It's a similar story for business and administrative studies, though many graduates find positions in junior **(6)** ..... in large organisations, while others become trainee **(7)** ..... in smaller firms. People with degrees in technology do less well, with quite a few **(8)** ..... still unemployed. — **MANAGE** / **CONSULT** / **ENGINE**

4 Make sure the completed text makes sense, and you have spelt all the words correctly.

LIVEWORKSHEETS

5 REVISION

1 Decide which answer (A, B, C or D) best fits each gap.

1 My sister has a ..... in Physics from Cambridge University.
A title B degree C grade D mark

2 At the last History seminar I attended, there were just five other students and our ..... .
A tutor B trainer C coach D consultant

3 There's a lot of unemployment, partly because firms aren't ..... new workers.
A taking up B taking over C taking off D taking on

4 The ..... at this unversity are given by experts in their subjects.
A classes B lectures C talks D speeches

5 As an 18-year-old ....., it was my first year in higher education.
A postgraduate B master C bachelor D undergraduate

6 I had to read the instructions twice before I could ..... all the details.
A take on B take out C take in D take to

7 After Carlos left ..... school, he started work in a car factory.
A higher B academic C secondary D superior

8 By this time next year, I will have ..... from university.
A qualified B graduated C educated D succeeded

2 Complete the sentences with *(a) few* or *(a) little* and the correct form of the nouns in brackets.

1 We'll have very ...little homework... (homework) to do once the exams are over.
2 Joe's from the city, so he has ..... (experience) of working on a farm.
3 You will have ..... (opportunity) as good as this one, so take the job now.
4 We need to do ..... (research) into why so many businesses fail here.
5 Nowadays, ... (profession) pay as well as medicine or dentistry.
6 Sometimes I do ..... (overtime) to increase my earnings.

3 Choose the correct option.

1 *I'm helping / I'll help / I'm going to help* you with your homework if you like.
2 Here are your tickets for 6 July. Your flight is *taking / takes / will have taken* off at 0745.
3 You can borrow my sister's books. She *won't mind / isn't going to mind / won't be minding.*
4 I can't come with you for lunch because *I'm seeing / I'll see / I see* the boss in a few minutes.
5 It's now 8 p.m., so by the time I go home at 8.30 I *will work / will have been working / will be working* for twelve hours non-stop.
6 This time next week *I'll surf / I'll be surfing / I'm surfing* on Bondi Beach!

See the CD-ROM for more practice.

4 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.

Checking out my old classmates

Last week I had a look at a website called Schoolfriends and I made some interesting (1) ..... about the people who were in my class many years ago. **DISCOVER**

Many of them went to university, and since their (2) ..... most of them have gone into well-paid professions. **GRADUATE**
Lena Fischer, for instance, is now an (3) ..... with a multinational company, and Jeff Haslam is also in finance, working as an (4) ..... in a local firm. Viktoria Petrov, who also loved reading, now works at a local college as a (5) ..... . **ECONOMY** **ACCOUNT** **LIBRARY**

Of those who went straight into jobs on leaving school, Rajan Singh works in the town as an (6) ..... , Sandra Ortiz – who I remember always liked travelling – is now a flight (7) ..... with a big airline, and Steve Richards is a supermarket (8) ..... . I think I saw him working at the checkout there recently. **ELECTRICITY** **ATTEND** **EMPLOY**

LIVEWORKSHEETS