

5

Learning and earning

READING AND USE OF ENGLISH

Y11/12/13



Part 7

- 1 Look at the exam task without reading through the whole text. Answer these questions.
 - 1 What kind of text is it?
 - 2 What is it about?
 - 3 What kind of information do you have to find?
- 2 Quickly read the questions (1–10). Underline the key words in the sentences, as in sentence 1.

Now do the exam task, looking for words in the text that express the same ideas as those you have underlined.

Exam task

You are going to read a magazine article in which four university students talk about becoming interested in particular subjects when they were at school. For questions 1–10, choose from the students (A–D). The students may be chosen more than once. When more than one answer is required, these may be given in any order.

Which student

- had previously doubted their own ability in that subject?
- was surprised how quickly the time seemed to pass?
- became interested in a mysterious event?
- enjoyed being somewhere that few people visited?
- later went on to specialise in that subject?
- found a particular lesson at school very interesting?
- had difficulty making a decision?
- found one particular book useful?
- had to do some background research?

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A Saskia Werner

I was just 14 and my English teacher had asked me to write an essay about my home, so I decided to go down to the library to find out more about the big old house we were living in. I found several references to it, including a story in the press, a century ago, about a rich man who lived there but one day suddenly disappeared, never to be seen again. Excited by this discovery, I soon found myself fascinated by what was happening locally at that time. Following that I gradually became more interested in history generally, and I'm actually doing a degree in it now. That's something which might surprise the history teacher I had in third year, who gave me low marks for just about every piece of work I did.

B Chen Liang

I'd never really made much effort in biology, usually doing just enough to get over half marks in tests and exams, and I was happy enough with that. But that suddenly began to change in fifth year, when I started on a project that involved studying the wildlife of a local pond over a three-month period. I was amazed by the variety of plants and small creatures there, and I would spend hours just sitting watching the changes taking place as winter turned to spring. I hardly ever saw anyone else there, which was fine by me and in fact it was part of the appeal of the place. Sometimes I would suddenly realise it was getting late, that I'd been there for hours without noticing it. It was my own special place, and it was very important to me at that age.

C Malik Iqbal

I didn't like physics much at that age so I wasn't very interested when I heard we were going to study mechanical energy. But one day the teacher came into the classroom and said we would be studying motor vehicles. I suddenly started to pay attention, because there was an old motorbike on my uncle's farm and I knew he'd let me use it off the road if it could be repaired. Before then I wasn't completely sure how engines worked, but by the time the bell went I felt I had enough confidence to have a go at fixing it. In the end, with the constant help of a technical manual, I managed it, and I had great fun riding around the fields there. My new-found interest in a branch of physics meant that a few years later I had to think long and hard before choosing which science to do at university, though in the end I went for chemistry.

D Soledad Vega

We were on a field trip up in the mountains and I was getting pretty fed up with being wet and cold, so it was a relief when we entered a cave system which formed a natural shelter from the wind and rain outside. For homework, our teacher had told us to read up as much as we could about the formation and structure of these caves, but nothing could have prepared me for the amazing shapes and colours when we actually went underground, or the incredible scale of everything there. Going there made me think about things like the rain wearing down the rock and shaping the landscape over millions of years, and before long I was taking a real interest in geography, which until then I'd always assumed I was not good at.

Grammar

Countable and uncountable nouns

Some of these sentences written by exam candidates contain mistakes. Correct any mistakes.

- 1 I'm in high school and I need a computer to do my homeworks.
- 2 Perhaps he will need some helps with those jobs.
- 3 When you have some research to do, it is easier to look on your computer than to go to a library.
- 4 I'm very keen on sailing and I would like to improve my knowledges of boats.
- 5 Zoos work with scientific institutions (i.e. universities) which study animals.
- 6 Please let me give you some advices about working there.
- 7 A lot of people drop their rubbishes in the street if they cannot find a bin.
- 8 I decided to persuade him to do less work and to find more time for leisures.
- 9 If we stayed there, the only things to worry about would be our earning and expenses, accommodation and working hours.
- 10 In the old days, when the only means of transport was the horse, there were many difficulties in communication between people in commerce, and in life generally.

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Part 3

- 1 Quickly read the exam task text, ignoring the gaps for now. What is it about?
- 2 Look at the example (0) and answer these questions.
 - 1 Is the answer a countable, or uncountable, noun?
 - 2 Is it singular or plural?
 - 3 What has been added to the word in capitals?

Now do the exam task. Where necessary, add suffixes to form words that describe what people do, e.g. *build* → *builder*, and decide whether any nouns you form are countable or uncountable, singular or plural.

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 GRADUATION

Which job shall I do?

I have my (0) _____ ceremony next month but still have no idea what kind of work I am going to do after I leave university. GRADUATE

I think I need to get some (1) _____ because although I have really enjoyed studying history, there seem to be very few jobs available for (2) _____ and nowadays most (3) _____ seem to be looking for people with more technical skills. ADVISE HISTORY EMPLOY

One (4) _____ would be to study for a further degree then stay in the academic world, perhaps as a (5) _____. I am sure I would find that kind of work (6) _____, but the problem is I wouldn't be earning anything. POSSIBLE RESEARCH FASCINATE

Since I was a child I have always loved books, so another option might be to become a (7) _____. To do so I would need to spend a year or two learning about the work as a (8) _____, but it may be possible to do that here at this university. LIBRARY TRAIN

LISTENING

Part 2

- 1 Look at the exam task instructions and quickly through the questions. Who is speaking? What is the topic?
- 2 Look at each of questions 1–10. What kind of word, e.g. place, adjective, do you need?

07 Now listen and do the exam task.

Exam task

You will hear fashion photographer Aldo Lombardi talking about his work. For questions 1–10, complete the sentence.

Aldo decided to become a professional photographer when he was at a _____ 1 .

Aldo studied photography at _____ 2 for a year.

After he finished the course, it took Aldo _____ 3 to find a job.

Aldo first worked for a _____ 4 as a trainee photographer.

What Aldo most enjoys about the work is the amount of _____ 5 it provides.

Aldo says he needs to have good _____ 6 skills as well as the ability to take good pictures.

The city Aldo would most like to work in is _____ 7.

Aldo believes that _____ 8 will offer an increasing amount of work in the future.

According to Aldo, specialist schools are good places to make _____ 9 in the world of photography.

Aldo advises people to include a maximum of _____ 10 photographs with job applications.



LIVEWORKSHEETS

WRITING

Part 2 formal letter of application

1 Look at the exam task and answer these questions.

- 1 What kind of work is advertised?
- 2 What three questions must you think about?
- 3 What must you try to do in your letter?
- 4 Who must you write to, and in what style?

Exam task

You have seen this job advertisement in an English-language newspaper.

SUMMER ADVENTURE CAMP

Would you like to spend a month helping children aged 10–12 enjoy themselves on an **Adventure Camp** this summer? Do you like camping and outdoor activities? Do you have a good level of English?

If you can answer 'yes' to all these questions, write to the director, Mr O'Leary, explaining why you would be suitable for this work.

Write your **letter of application** in 140–190 words in an appropriate style.



2 Read the model letter and answer these questions.

- 1 Is Alexia's answer the right length?
- 2 Is it well organised into paragraphs?
- 3 Does she do each of these things?
 - a give a reason for writing
 - b say where she found out about the job
 - c describe her relevant experience
 - d say what she has sent with the letter
 - e say when she is available for interview
- 4 Does she answer all the questions in the advertisement?
- 5 Has she made any language mistakes?
- 6 Has she written in an appropriate style?

Hi Mr O'Leary,

I've just seen your ad in the paper and I'm writing to apply for a job on the summer camp.

I'm aged 18 and I'll be leaving school this summer. As I've studied English for several years my level is OK, and I hope to pass Cambridge First when I take it later this year.

I've got loads of experience of looking after kids, esp. the age group mentioned, because for the last two years I've been helping to organise trips to the countryside for inner-city children. As well as that, I have three brothers and sisters – all quite a bit younger than me.

I also love going camping and taking part in a wide range of sports and activities, e.g. walking, rock-climbing and canoeing, and I'm a qualified swimming instructor.

Have a look at my enclosed CV. I'm available for interview anytime you like, and I hope to hear back from you soon.

Bye for now,

Alexia Kallis

3 Change the informal language in Alexia's letter to more appropriate expressions.

Example: *Hi Mr O'Leary, Dear Mr O'Leary,*

4 Plan and write your letter. Follow the instructions in the exam task.