

The theme of the module is education and professional development. Articles include learning from mistakes in business, getting professional advice, changing work practices, the value of networking, distance and new approaches to learning, and time management.

Lead-in p.151

Start with books closed. Ask students to draw a simple time line on a piece of paper to represent their life. They should mark on it important events from their past, especially their education, show the present and mark where they think they will be and what they would like to be doing, especially career-wise, at various points in the future. They then explain their life plans to classmates in small groups.

- 1 Students spend a few minutes discussing each of the four questions in small groups.
- 2 Students discuss what the effects of further advances in technology will have on people's attitude to work and careers.
- 3 Students are likely to have many suggestions so could be asked to work in pairs or groups (as in an exam speaking task) to agree on the top three factors that would produce job satisfaction for them.
- 4a Ask students to work in pairs to identify the common abbreviations. Give them the clue that all relate to qualifications or job titles. Spend a while focusing on how they are used in spoken English. They are always read letter by letter. Abbreviations beginning with *M* and *H* are preceded with *an* (e.g. *an MBA, an HR manager*) as the letters begin with a vowel sound.
- 4b Students should know some other common abbreviations from work and study life, from Latin and other languages and from SMS/texting and using online chat. If they can't think of any, give them abbreviations from the answer key and ask them to guess the meanings.

1 Students should be able to add the following: Performing Arts, Visual Arts, Architecture and interior design, Sports, Science/Environment, Writing and translating, Conservation work, Agriculture, Animal care as they have been mentioned in earlier modules.

Others could be: politics, government administration, tourism/travel, manufacturing, mining, design

3 Possible answers: acceptable/good salary; pleasant working conditions; chances of development and/or promotion; the work itself should be interesting, challenging and rewarding; compatible team of colleagues; supportive boss + any other suitable ideas.

4a BA = Bachelor of Arts; CEO = Chief Executive Officer; CMO = Chief Marketing Officer; HE = Higher Education (i.e. university education); HR = Human Resources; IB = International Baccalaureate; MBA = Master of Business Administration; MD = Managing Director (Br Eng) or Doctor of Medicine (Am Eng); MEd = Master of Education; MSc = Master of Science; PhD = Doctor of Philosophy

4b Possible suggestions: CPE = Certificate of Proficiency in English!; EFL = English as a Foreign Language; DIY = do-it-yourself; ETA = estimated time of arrival; asap = as soon as possible; RSVP = Répondez s'il vous plait, (from French, meaning: Please Reply)

Examples from Latin: a.m./p.m. = morning/afternoon (ante meridiem, meaning 'before noon', post meridiem, meaning 'after noon'); PS = postscript; e.g. = exempli gratia (for example)

SMS acronyms: OMG = Oh my god; LOL = laugh out loud; IDK = I don't know; TTYL = talk to you later; BRB = be right back etc; GTG = got to go; TMI = too much information; YOLO = You only live once; IMO = in my opinion; PAW/PRW = parents are watching (Note: Some students will know text abbreviations containing swear words such as: WTF; LMAO; SH which could be considered offensive and are, therefore, best avoided in class.)

10A Professional concerns

Reading p.152

- 1 When students have discussed the questions ask them if they can think of examples from real life, either theirs, their friends' or people in the news.
- 2 Students quickly read the four texts to get sufficient understanding of each to be able to match them to the points learnt.
- 3 Then get them to complete the reading task under exam-like conditions.
- 4a Ask students to look at the sayings and think about what they mean. They then discuss which they agree with, supporting their opinions with examples.
- 4b Students discuss the concept of learning from mistakes. Again personal examples would improve the discussion.
- 5 Get students to look at the vocabulary and to record words that are new to them. Pay attention to those with harder pronunciation (such as *naivety*, *burgeon*, *recoup*, *flounder*).

1 Negative: guilt; self-doubt; inability to let go of the past; loss of confidence; unwillingness to try again

Positive: willingness to learn from their mistakes; determination to succeed, whatever happens; an understanding that there will always be obstacles but that they are there to be overcome

2 bullet point 1: text A or B; bullet point 2: text B or D; bullet point 3: text A; bullet point 4: text C or D

3 1 B (*it turned out to be no more than a blip. After that we faced the prospect of radical cost cutting*)

2 A (*despite my canny parents urging restraint and patience*)

3 D (*Marketing a product in the USA is a different kettle of fish ... expectations are greater*)

4 A (*took out loans, ran up an overdraft but was still underfunded*)

5 C (*although our gut feeling told us otherwise*)

6 A (*Little did I know that he'd go and sell my idea to them behind my back*)

7 B (*we recruited staff in the heat of the moment*)

8 C (*the whole situation dragged on for an inexcusable length of time*)

9 D (*we headhunted some key people from a competitor*)

10 B (*I was certainly out of my comfort zone*)

Vocabulary p.154

- 1a Ask students to start by highlighting the phrasal verbs in the reading text as seeing them in context will make it easier to match them to the definitions. Note that two of the phrasal verbs are very similar in meaning so share the same definition. Students then use eight of the phrasal verbs to complete the text giving advice to someone starting a new business. Make sure that they use the appropriate phrasal verb in the correct form.
- 1b There are other phrasal verbs in the text that students should highlight and work out a definition for each one.
- 2a Here students complete the text with the twelve words in the box forming recognised collocations with the words in bold.

- 2b** Students look for more collocations in the text using the four verbs given. Then elicit other words that would collocate with the four verbs.
- 3a** Students may be familiar with some of the proverbs or may recognise them if they translate them into their own language. If they can't guess the meanings, ask them to find them in a dictionary, having thought about which key word to use to look them up.
- 3b** As students discuss the proverbs and idioms they may realise that many are directly contradictory or express a different emphasis (e.g. *strike while the iron's hot* / *patience is a virtue*; *actions speak louder than words* / *the pen is mightier than the sword*).

Photocopiable activity

Activity 10A could be used here. It is a groupwork activity in which students complete short conversations with appropriate proverbs and sayings.

Extra!

Elicit other examples idioms related to work or success/failure that they know. Discuss whether the advice that they contain is useful and if so how.

- 4a** Ask students to first form the adjectives and adverbs from each verb (e.g. *conceivable/conceivably*) and then decide how the negatives are formed (*inconceivable/ly*). Students should work in pairs or smalls groups to produce dialogues collaboratively.
- 4b** Students discuss what employers look for. Encourage them to use ideas from exercises 1 and 2.

1a1 h set up (a business/company/ organisation) **2 g** - take out (a loan)
3 f run up (a debt, a bill) **4 j** lose out (on an opportunity) **5 k** take on (a new assistant) **6 d** pay off (a plan/strategy pays off if it has the result you wished for)
7 i mess up (an advertising campaign) **8 b** take on (undertake work/a project) **9 e** drag on (a situation/an event drags on) **10 a** face up to (a challenging person or situation) **11 h** start up **12 d** work out (a plan can work out in the end)

Sentences: **1** setting up **2** run up

3 pays off **4** face up to **5** drag on **6** lose out **7** mess up **8** work out

1b bullet 1: build up (= increase sth gradually) bullet 4: settle for (= accept sth, even though it is not what you really want or as not as good as you wanted), step up (= increase), go along with (= agree with sb/sth or support sb/sth)

2a1 job **2** target **3** open **4** team **5** internet **6** print **7** background **8** realistic **9** sound **10** research **11** Lifelong **12** subject

2b meet deadlines, embrace technology, enhance efficiency, broaden our perspective

Also: meet sb's needs/demands/ requirements/conditions/a problem/ challenge/ a goal/target/ the cost/ expense of sth

embrace a new concept/religion/culture

enhance sb's reputation/your skills

broaden your horizons/your knowledge/

the mind/a discussion/the appeal of sth

3a1 *It's no use crying over spilt milk* = don't regret or spend time worrying about past mistakes

2 *Where there's a will, there's a way* = if you have determination you will be successful
 3 *Whoever laughs last, laughs longest* = being successful after initial failure is very satisfying
 4 *Strike while the iron's hot* = don't hesitate, seize any opportunity
 5 *Practice makes perfect* = the more you do something the better you will get at it
 6 *Don't count your chickens before they hatch* = Don't assume a successful result until you have actually achieved it, things can and do go wrong
 7 *I've bitten off more than I can chew* = taken on more work that can cope with
 8 *Actions speak louder than words* = what you do is more important than what you say you will do
 4a *inconceivable/inconceivably; indecisive/indecisively; indescribable/indescribably; unforeseeable; uninformative; unrecognisable; unreliable/unreliably; invariable/invariably*
 (Note: where no adverb is given, this means it is not commonly used.)

Use of English 1 p.155

- 1a The word *network* is becoming increasingly common as the world becomes more connected and can be used as a verb (e.g. *to network computers*). Elicit examples of other networks. Students may be familiar with its more recent uses in social and business contexts where *to network* means 'to meet/interact with others to develop professional contacts' and is the basis of sites such as LinkedIn (see Module 2). Where possible, elicit this use as it is the theme of the text.
 1b Students complete the text with a suitable word in each gap; remind them that the word should fit grammatically as well as in meaning

1a telephone/rail/communications/road/
 television/computer/support/social/
 business, etc. network.
 A network implies or facilitates communication or connection.
 1b 1 After 2 whom/which 3 with 4 order
 5 takes 6 even 7 that 8 should

□ Student's Resource Book, pages 105–106

Listening 1 p.156

- 1a Students discuss what they know about making roofs.
 1b Some of the skills listed will be fairly universal, others specific to a few countries. One approach here would be to divide the class into groups, giving each one or two topics, asking them to research them and then give a two minute presentation (like a Paper 4 long speaking turn) on each.
 2 Elicit other traditional crafts especially from the countries/areas where the students are from.
 3 □ T2.13 Give students 90 seconds to skim the task before playing the recording.
 4 The discussion focuses on students' ideas about industries that rely heavily on human labour. They are often seen as 'traditional' industries and some are under threat in many countries. Some are likely to have good futures (e.g. people will always need a local hairdresser) but others (e.g. manufacturing) are moving to regions where labour is cheaper.

2 Get suggestions from students regarding local crafts.
 3 1 engineering 2 tiles 3 single-mindedness 4 ladders 5 legislation
 6 (a) drawing(s) 7 carbon footprint
 8 estimates 9 contingency plan

4 Suggested answers: hairdressing, teaching, house-building, the fashion industry, agriculture, construction, coal-mining

(Note: opposite is *capital-intensive*, which relies heavily on machinery and technology.)

Language development 1 p.157

1 **T2.14** This review of reported speech focuses on reporting verbs, rephrasing what people have said, rather than on the grammar involved. The assumption is that students will be familiar with the grammar, but for those that need it, the grammar reference at the back of the coursebook covers it all.

Students listen to the dialogue and summarise it using the verbs in the box. Pause the recording between each part, allowing time for them to write the summary.

2a The phrasal verbs listed here all have a reporting function. Students complete the sentences using a suitable verb, ensuring that it is the correct form.

2b Students create their own sentences using verbs from the list in the Grammar summary on p.190. This could be done as an exercise as in 2a, with students leaving a gap for others to complete.

Background

entrepreneur = sb who starts up a new business or new businesses which are usually very successful.

Stelios Haji-loannou is the founder of Easy brand. Initially, the budget airline EasyJet, then internet cafes, a cruise ship and hotels.

Richard Branson is the founder of Virgin Brand. His first business was a record shop called Virgin Records (now Virgin Megastores); he branched out into a record label, festivals and radio stations. There are now over 100 Virgin companies covering everything from cola to space flights and including airlines, train companies, phone and internet provider, a bank. Not all are successful; his shop Virgin Brides was a notable failure. Note: He is the person in the photo at the foot of p.157.

Alan Sugar is the founder of electronics company Amstrad and star of the popular TV show *The Apprentice*.

3a Students should first establish the precise meaning of the verbs in the box. When they have used them to complete the sentences, using the verbs in the correct form, ask the students to highlight the adverbs that collocate with them (e.g. Q1 *openly confess*).

3b Here students use nouns formed from reporting verbs to summarise the sense of what was said. They should first think of the noun of each verb and then match them to an appropriate sentence. Advise them to pay attention to whether the noun should be singular or plural.

Some other similar words that don't change in the noun form include: *attack, claim, comment, compliment, protest, query, remark*.

Photocopiable activity

Activity 10B could be used here. It is a pairwork activity in which students complete sentences so that they become reported speech versions of direct speech sentences.

4 Brainstorm other entrepreneurs that students are familiar with. Many are likely to be IT-related, so try to encourage students to think more widely or suggest less well-known local entrepreneurs.

1 **Part 1: 1** The day before, Mel's boss had congratulated her on doing a really good job with her presentation 2 However, Mel objected to being/having been left with all the work on a new project with a colleague

Part 2: 3 Jack's boss is insisting on Jack being in charge of a new office in Brighton **4** Jack would prefer to have time to think about it/prefer it wasn't all going to happen so fast.

Part 3: 5 Mel said that Jack would regret not taking the opportunity **6** Mel promised to go and visit Jack (if he took the job).

2 1 fill you in on **2** get through to

3 touched on **4** reeled off **5** coming up with **6** put a colleague down

3a 1 (openly) confessed **2** (officially) confirmed **3** (seriously) doubt

4 (strongly) denied **5** considered

6 stated (categorically) **7** is alleged

3b 1 allegations **2** demands **3** recollection

4 approval **5** criticism **6** requirements

4 Mark Zuckerberg (founder of Facebook), Peter Thiel (one of the co-founders of Paypal), Larry Page & Sergey Brin (founders of Google), Bill Gates (co-founder of Microsoft with Paul Allen), the late Steve Jobs (co-founder of Apple Inc. with Steve Wozniak), Ingvar Kamprad (founder of IKEA), James Dyson (Dyson vacuum cleaners and fans), Carlos Slim Helu (telecoms), the late Anita Roddick (founder of Bodyshop), Donald Trump, Oprah Winfrey, Sean Combs (aka Puff Daddy/P. Diddy, founder of music, entertainment and clothing companies), Sara Blakely (inventor of Spanx (invisible underwear) and at 41 the world's youngest female self-made billionaire) + many others

□ Student's Resource Book, pages 106–109

Writing 1 p.158

- 1a** When students have discussed the importance of making notes they should read the two texts and then Lily's notes. Having looked at Lily's notes ask students what they would add or include.
- 1b** Students decide how the points could be summarised using reporting verbs. Do the first point with the whole class as an example eliciting possible ways to express it. For example, '*Find an area in the market where there is a gap*' = '*The writer advises/encourages the reader to create an original product.*'
- 1c** Here the students should look at the notes Lily makes on her opinions. They complete the sentences with a suitable preposition and match each to one of Lily's notes.
- 1d** Now students make their own notes based on their own opinions.
- 2** Students make their own notes on ideas expressed in the second text and on their opinions of it.
- 3** Students combine the notes into an essay answering the original question.

1a Notes help you to select key points and then use them when planning writing.

ticked notes: research carefully what you want to do, realise it's not going to be easy

1b (suggested answers): advise, warn, encourage, recommend, suggest, hint
The writer advises/encourages the reader/us to create a product that is original and that the market needs.

The writer warns against trying to go it alone without professional help.

The writer recommends/suggests doing the necessary groundwork before starting a business.

The writer hints that if you don't do things properly from the start, you might fail badly and lose money.

1c 1 (to, from) = bullet point 4

2 (to, of, to) = bullet point 5

3 (to, about) = bullet point 1

4 (that, to, for) = bullet point 3

5 (that, up) = bullet point 2

3 Suggested answer:

The two texts illustrate different aspects of achieving success in business. The writer of the first text suggests that starting up a smaller company is no different from aiming bigger and hints that it is vital to adhere to rules and regulations. The text encourages those wishing to start a business to stand out or identify a product that is both original and in demand. It recommends that new business listen and learn and seek advice from industry experts. The writer warns against just trusting instinct, which can lead to failure.

In contrast with this, the second text argues that business owners that do well have strong motivation to succeed. They set ambitious targets and will let nothing get in their way. The writer points out that entrepreneurs watch out for competing companies and respond to market changes but acknowledges that those who refuse to be beaten can appear arrogant. It hints that one secret of success is to take positive comments on board but ignore those that seem to be negative.

Most of the ideas expressed by both writers are correct. It is widely accepted that success in business, especially in the early years, requires huge dedication, determination and sacrifice. It's clear that good advice, research and professional help are vital when starting out, but text 1 overlooks the fact that there may be a gap in the market for the reason that no one wants the product, and that innovation can come from inspiration not just customer research. Similarly, text 2 ignores the common knowledge that luck can also play a huge part in success as well as good timing and a supportive bank manager. (277 words)

10B Learning: where do we go from here?

Listening 2 p.159

- 1 Check students are familiar with the concept of distance learning, eliciting some examples, before they start the discussion on the advantages and disadvantages of it.
Online study has made distance learning much more attractive than years ago when lessons were delivered by post and contact with tutors and fellow students was very limited.
- 2 **T2.15** Students should complete the listening task in circumstances similar to the exam, so do not allow them much time to read the task before playing the recording and do not interrupt the recording.
- 3 Find out if students have ever studied online and if so what. Ask how easy they think it would to study a language in that way.
- 4 Look at the useful vocabulary from the listening, noting idioms (e.g. *be at a loose end*) and informal language (e.g. *gobsmacked*) and when it would be appropriate or not to use them.

1 Suggested answers:

Advantages: fitting in study around a professional/family life; living too far away; it's now a cheaper option than studying at a UK university; more flexibility, they can organise their study as they wish and can usually take longer to complete the degree
Possible disadvantages: lack of face-to-face contact with other students on the course or lecturers; lack of exposure to other elements of student life; online learning possibly relies more on self-motivation so there might be a higher dropout rate

2 1 G I was sent to China as part of my job and met another British girl there who'd applied to do a distance degree in IT, so I thought: 'Why not me?'

2 C rehearsals were only held in the mornings, so I was feeling at a bit of a loose end;

3 H I knew what I was doing, but felt at a bit of a disadvantage when called upon to explain why in meetings... I've got a firmer grasp on underlying concepts now;
 4 D Since my parents were keen on me going in for teaching, I chose an online degree course in literature
 5 B I'd always hankered after getting a college education
 6 C my tutor said my thesis was worthy of publication
 7 G to be offered a post as a music therapist in a big London teaching hospital on the strength of it
 8 D the rest of the team really seem to be taking me more seriously now
 9 F In the forums, I quickly met all sorts of amazing people who've become like my best mates
 10 A it'd been his idea all along to make me head of department once I'd got the certificate under my belt.

▮ Student's Resource Book, pages 110–112

Speaking p.160

- 1a Ignore the pictures at this stage as students will be using them in the speaking activity later.
 Students complete the text about new approaches to learning with the correct word.

Background

Sir Ken Robinson: Born in Liverpool UK in 1950, Robinson is an internationally recognised authority on the development of education and creativity. He was a university professor of education and has advised the UK and other governments. He campaigns for increased creativity in education. He now lives in Los Angeles.

Salman Khan: Born in New Orleans USA in 1986, Khan is the founder of the Khan Academy, an online resource of free learning materials in numerous subjects. Their mission is to be 'not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone anywhere'.

The following links have further information about the topics raised in the text. If time allows, some of the video clips could be shown to the class. Alternatively, give students the links and ask them to research the topics before the lesson to get some background knowledge.

<http://www.thersa.org/events/video/animate/>

[rsa-animate-changing-paradigms](#)

<http://www.thersa.org/events/video/archive/>

[sir-ken-robinson](#)

<http://www.youtube.com/education>

<http://www.ted.com>

<http://www.khanacademy.org/>

- 2 Students discuss the questions related to learning and teaching.
 3a Students work in pairs to practise the speaking exam. They start by looking at pictures 2 and 3 together, and discussing their attitudes (or the pros and cons) of these styles of learning.
 3b They then move on to the second stage in which they should discuss all the pictures and how they relate to learning in the future, and need to add another idea. Remind them that they are expected to work together, negotiating agreement and working to complete the task. Remind them also of the criteria on which they are marked, i.e. fluency, interaction and range of vocabulary and grammatical structures including those for speculating, evaluating, comparing, inviting/giving opinions.
 4a/b Students now have their individual long turns following the instructions on the Task cards. Remind them that here they should speak confidently and fluently for

two minutes with their personal reaction to, and opinion of, the topic on the card. The three bullet points are there to help them but they do not have to use them. They should appropriate language to introduce the topic, to link or contrast their points and to sum up.

- 5 Finish the lesson with a whole-class discussion on life-long learning and a wider debate on from whom or from where we learn.

1 a 1 traditional 2 quoted 3 lateral
4 diminishes 5 collated 6 source
7 tuition 8 pace 9 originating
10 endless

Language development 2 p.162

- 1 a The exercise highlights some verb phrases that are not especially idiomatic but are frequently used. Students complete the verb phrases and thus the sentences using a word from the box.
- 1 b Students have the topic and context to create a dialogue using the verb phrases. Get the pairs to act them out in front of the class and vote for the best.
- 2 Start by letting students spend a few minutes looking at the section on verb phrases on page 190. They then underline examples that they find in the start of the story. Finally they collaborate to complete the story.
- 3 Demonstrate that phrasal verbs can form nouns in different ways using the examples *to break through* – *a breakthrough* (one word); *to put in* – *input* (reversed); *to stop off* – *a stop-off* (two words hyphenated).
When they have completed the sentences by forming suitable nouns, ask them to compare the phrasal verb and the noun forms. Ask if they can work out the general pronunciation rule. It is that as phrasal verbs they are normally stressed on the second word – the particle, but as nouns they are usually stressed on the first part irrespective of the part it is formed from. Use the examples given: *to break through* – *a breakthrough*; *to put in* – *input*.

1 a 1 exempt 2 question 3 comparison
4 practice 5 making 6 short
7 justification 8 disposal 9 aback
10 concern

2 Philip was a very keen student of French. His university tutor thought he had a good chance of going for a doctorate after he graduated. As the summer holiday approached before his final year at university, he came to a decision. He would take the opportunity to go backpacking around France and practise his French. It went without saying that he'd have to take some textbooks with him, but he was pretty fit so he should manage OK. While Philip was in France, he picked up a strange bug which meant he had to stay in bed for a day – and study – but he then made a swift recovery and hitched a lift with a lorry that was going to the Dordogne area. The lorry dropped him at the foot of a little hill, and as Philip came to an exhausted halt outside a little brasserie, who should he see but ...

3 1 outgoings, income 2 upturn, takeover
3 breakdown 4 lookout, intake 5 output
6 drawback, feedback

□ Student's Resource Book, pages 113–114

Use of English 2 p.163

- 1 Students discuss how good they are at managing their time. Ask what techniques or tools they have to remember and to make sure they do things on time.
- 2 Note that the words in the box are a mixture of verbs, adjectives and nouns but all can form nouns using one of the suffixes listed. When students have formed the nouns, ask them to consider the stress patterns and identify any words where the

stress changes when the noun is formed (e.g. *maintain* – *maintenance*, *visible* – *visibility*).

- 3 Ask students to start the task in the usual way by skimming the text to get a general understanding, then looking at each gap trying to determine the type of word required. Finally, they should work out that form of the word given. They should finish by reading through the text once more to check that it all sounds coherent. All that should be done in about ten minutes.
- 4 Follow up with an analysis of the task and whether they recognised all the clues as to what form of the word was required.
- 5 Students finish with a discussion about achieving tasks. Find out who are list makers and who are procrastinators.

2 1 -ance/-ence: allowance, maintenance, relevance, significance, confidence, existence, experience, patience;

-ency: proficiency, efficiency, fluency, literacy;

-ity: ability, priority, security, visibility;

-ship: apprenticeship, entrepreneurship, hardship

3 1 prioritise 2 inability 3 realistically

4 appreciable 5 accessible 6 insights

7 productively 8 interruptions

Writing 2 p.164

- 1 Students discuss the pros and cons of going to university. Many of the points (and some of the opposites) will have been raised in the discussion on online learning.
- 2 Students skim the two texts and write a single sentence to summarise each one. They should also reflect on the extent to which they agree with the writer.
- 3 Students should now write complete notes summarising each text and how they will evaluate the contents.
- 4 Draw students' attention to the fact that many of the statements come across as being more formal because they use passive structures and are therefore less personal. There are many ways to express similar ideas (e.g. *It is common knowledge that ...* / *It is widely known that ...*; *many people claim* / *it is often claimed that ...*).
- 5 As the adverbial phrases introduce or link points, they are usually used at the start of a sentence or clause.
Students decide which are possible in each of the gaps in the sentences.
- 6 This could be done as a quick spoken exercise or as a written exercise which would help to reinforce the language.

Photocopiable activity

Activity 10C could be used here. It is a groupwork activity in which students identify and correct mistakes in sentences on cards, competing against others in their group to be the first to collect five cards.

- 7/8 Students write, correct and self-assess their essay before handing it in to be marked.

5 1 Apparently/Evidently 2 Presumably/ Theoretically 3 In some respects / To a certain extent 4 up to a point / in some respects / to a certain extent

7 Suggested answer:

While text 1 argues that a university education is still the target for many young people, text 2 makes the case for alternative routes to work.

The first text suggests that although many young people still aspire to graduating from university, it is hard to know how higher education will be delivered in years to come. It maintains that increased freedom to travel will result in more people studying abroad and that online study will play a greater part in how education is delivered, although it is generally accepted that it will never totally replace spending time with a teacher.

The second text considers other choices school leavers have, including training for specific occupations at colleges or as an apprentice. It claims that increased happiness is just one of the advantages of this path, others being the fact that you can earn as you study and that you are likely to get permanent work on completion.

It is widely understood that higher education is a good thing and that we need alternatives when people consider what occupation they would like to go into. Without doubt we need both systems in order to train people for the range of occupations society needs. Vocational study is a great preparation for those who want to become self-employed. I am not entirely convinced that many people will decide to study in another country as language may be a barrier, although online study will undoubtedly form a greater part of the learning process even at traditional universities. I am inclined to agree with those who say that as the cost of a university education rises alternatives will become more popular, especially if they bring enhanced job prospects.

(282 words)

□ **Student's Resource Book, page 115**

Module 10: Review p.166

1 1 invariably 2 unrecognisable 3 security 4 entrepreneurship 5 insufficiently
6 unforgettable 7 indescribably
8 significance
2 1 objected to our leaving 2 commented on the management's 3 have come in
for criticism because 4 me to fill you in on
5 was suggested that I (should) sum up
6 talked their boss into giving
3 1 granted 2 question 3 surprise 4 worse 5 short 6 access 7 saying 8
comparison 9 justification 10 board
4 1 B 2 A 3 C 4 A 5 C 6 B

Exam practice 5 TRB p.194

Paper 1: Use of English Part 1

1 B 2 D 3 A 4 C 5 C 6 B 7 A 8 D

Paper 1: Reading Part 6

1 C 2 H 3 A 4 D 5 G 6 E 7 B

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether children should be encouraged to compete with each other at school
- whether schools should encourage participation in competitive sports
- whether competitiveness is a necessary skill to do well in life

Suggested answer:

The issue of whether competitiveness is a good thing, and whether it should be actively encouraged, is discussed in the two texts. The writer of the first text sees competition as a fact of life and believes that school activities should prepare people accordingly – for competition is what lies ahead in the real world. The writer of the second text takes a different view, putting forward the view that society should be organised according to co-operative principles, and that these should be instilled in young people during their formative years, as happened at the school he attended.

Both writers give the example of academic and sporting achievement to illustrate their points. However, the first writer sees competitive sports and exams as essential in motivating schoolchildren and encouraging them to do their best, whereas the second writer gives the example of people who have done well in life without such a background.

Both writers adopt a rather extreme position, and I can't help but think there is a middle way. Although it is true that there are no winners without losers, that one student's success means that another is doomed to failure, the first writer seems not to care about what happens to those who fail. To my mind, this seems too harsh and insensitive. By the same token, to imagine a world without competition of some sort is perhaps a little idealistic, not to say naive. So I would suggest a compromise. Rather like team sports, life itself calls for both competitiveness and for a degree of co-operation. It is by knowing when and how to encourage each of those things that teachers can ensure their students receive a balanced education.

(282 words)

Paper 3: Listening Part 3

1 C 2 A 3 C 4 D 5 B