

Education and employment

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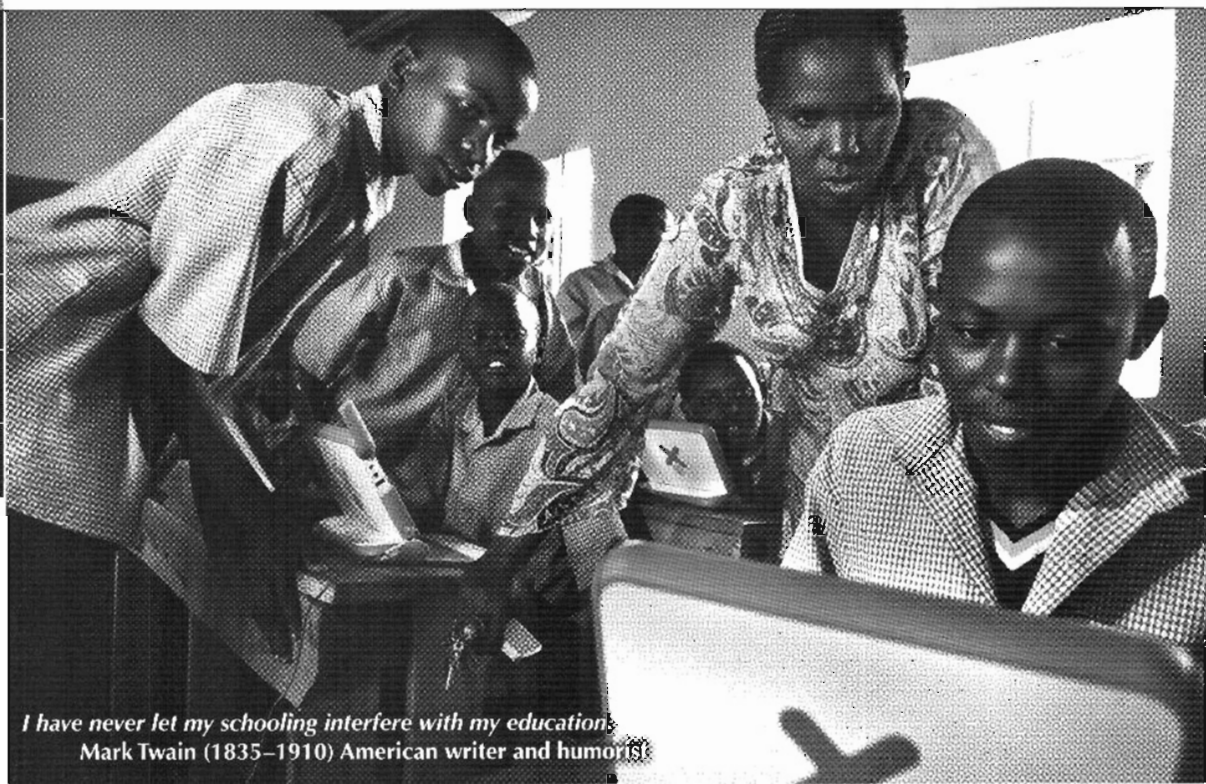
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1.1 ISSUES IN EDUCATION



I have never let my schooling interfere with my education.
Mark Twain (1835–1910) American writer and humorist

SPEAKING

1a Use the words in the box to complete the opinions below.

assessment curriculum dumbing down elitism
interpersonal skills plagiarism streaming

- 1 'Education is not about developing your _____ but about learning facts.'
- 2 'Frequent examinations are a much more reliable and useful way of measuring performance than continuous _____.'
- 3 '_____ is an excellent idea because it enables students with a similar ability to work at the same pace.'
- 4 'The most important aspect of education is the _____, or subjects which are taught.'
- 5 'Private education creates _____ and encourages inequality in society, which is absolutely disgusting.'
- 6 'Copying someone else's ideas, _____, cheating in exams, and buying qualifications is sometimes necessary.'
- 7 'It's easier to get good grades nowadays because education is _____. Qualifications are worth less than in the past.'

1b Which opinions do you agree or disagree with? Discuss your ideas with a partner.

2 In pairs talk about:

- 1 your country's education system
- 2 your own educational experiences

READING

3 Which of the following are important to learn at school do you think?

- 1 important dates in history e.g. battles
- 2 the names of capital cities
- 3 times tables e.g. $4 \times 7 = 28$
- 4 scientific formulae e.g. $E=mc^2$
- 5 spelling
- 6 mental arithmetic e.g. adding up numbers in your head
- 7 poems and excerpts from literature

4 What techniques do you have for learning any of these? Tell a partner.

5 What do you understand by the term 'rote learning'? Scan the article to check your answer.

6 According to the article are the statements below true, false or not given?

- 1 Teachers are no longer important.
- 2 Learning new things is not essential.
- 3 The British education system is old-fashioned.
- 4 Student autonomy is becoming more common in British schools.
- 5 Many people agree with Tapscott's views.

7 Do you agree with Tapscott's views? Why / Why not?

LISTENING

8 **12** Listen to three people on a radio phone-in programme talking about the purpose of education. Answer the following questions.

- 1 Where are they from and what do they do?
- 2 How do their opinions differ?
- 3 Which is closest to Tapscott's view do you think?
- 4 What is your reaction to the views you heard? How common do you think they are?

VOCABULARY: idioms

9 Match the following idioms (1–6) that describe people and their abilities/characteristics with the definitions a–f below.

- | | |
|--------------|---------------|
| 1 Whiz-kid | 4 Dark horse |
| 2 High-flier | 5 Team player |
| 3 Know-all | 6 All-rounder |

Someone who:

- a) has many different skills and abilities.
- b) is very successful in a job or at school.
- c) works well in a group especially at work/ in business.
- d) behaves as if they know everything.
- e) is quiet but who surprises with their hidden talents.
- f) is a skilled or successful young person.

SPEAKING

10 In groups, talk about the following questions.

- 1 What is the main role of education for you?
- 2 'You get what you pay for.' Do you think this statement is true for education in your country?
- 3 What was missing from your own education?

Google generation has no need for rote learning

Memorising facts and figures is a waste of time for most school children because such information is readily available a mere mouse click away, a leading commentator has said.

The existence of Google, Wikipedia and online libraries means that there is no useful place in school for old-fashioned rote learning, according to Don Tapscott, author of the bestselling book *Wikinomics* and a champion of the 'net generation'.

A far better approach would be to teach children to think creatively so that they could learn to interpret and apply the knowledge available online. 'Teachers are no longer the fountain of knowledge: the Internet is,' Tapscott said. 'Kids should learn about history to understand the world and why things are the way they are.' But they don't need to

know all the dates. 'They can look that up and position it in history with a click on Google,' he said.

Tapscott denies that his approach is anti-learning. He argues that the ability to learn new things is more important than ever 'in a world where you have to process new information at lightning speed.' He said: 'Children are going to have to reinvent their knowledge base multiple times. So for them memorising facts and figures is a waste of time.'

His observations chime with a trend in British classrooms to cut back on traditional teaching and to personalise learning.

Schools are increasingly moving towards more independent study and so-called enrichment activities, with pupils learning at their own pace and focusing on what interests them most. At Wellington College in

Berkshire, for example, teenagers are not taught from the front of the class, but instead sit around a large oval table for seminar-style discussions.

Tapscott believes that the model of education that prevails today in most classrooms was designed for the industrial age. He suggests that the brains of young people today work differently from those of their parents. He argues that digital immersion, in which children may be texting while surfing the internet and listening to their MP3 player, can help them to develop critical thinking skills.

His views are unlikely to be universally welcomed. Richard Cairns, Headmaster of Brighton College, one of the country's top-performing independent schools, said that a core level of knowledge was essential: 'It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions.'

SPEAKING

1a Think of three successful people in the following fields: business, the arts or science. Why do you think they are successful? Tell your partner about them.

1b Which qualities do the people you have described share?

READING

2 Read the profiles of three successful people quickly and say in what way they are successful.

3 Look at the characteristics commonly used to describe successful people. Which of them apply to the people you read about?

- a) hard-working d) creative
- b) innovative c) business-minded
- c) highly educated f) self-disciplined

4 Read the profiles again and answer the following questions.

- 1 How do you think Kim and Simenon's earlier careers could have helped them achieve their later success?
- 2 What do you think of Nooyi's management style?
- 3 Which of the three people are you most impressed by? Tell a partner.

VOCABULARY: suffixes (adjectives)

5a Find adjectives in the profiles which are formed from the nouns below.

passion, allergy, power, success, persuasion, superstition, fiction, psychology

5b What suffixes are used to form these adjectives?
passion – passionate

6a Make adjectives from the following nouns using the suffixes.

education, affection, speculation, logic, ambition, empathy

6b Answer the following questions.

- 1 Who is the most successful person you know? Give your reasons.
- 2 Who is your favourite fictional character? Why?
- 3 What is the most powerful piece of art or film that you have seen?
- 4 Are you superstitious about anything? If so, give an example.

Indra Nooyi



In 2006, Indra Nooyi was appointed Chairperson and Chief Executive Officer of PepsiCo. She has been named as the most powerful business woman in the world by Fortune magazine. Born in India, she has a Bachelor of Science degree, an MBA from the Indian Institute of Management and a Masters degree in Public and Private Management from Yale University.

Nooyi has a reputation for being very persuasive and she has the ability to rouse an audience. She also has a very informal style in meetings and openly solicits the opinions of her staff. At one investors' conference, Nooyi sat down with the delegates and conducted the business equivalent of a fireside chat.

Nooyi is constantly reinventing her business model. 'The minute you've decided a new business model, it's extinct, because somebody is going to copy it.' For years she's been talking about the importance of healthier products and nutrition education. She works 18–20 hours a day and is currently serving on the boards of several organisations.



GRAMMAR: the continuous aspect

7a Read the profiles of Angela Jia Kim and Indra Nooyi again. Underline examples of the:

- 1 present continuous
- 2 past continuous
- 3 present perfect continuous

7b Which of the tenses you found are used to talk about:

- a) actions that were in progress at an earlier time?
- b) actions that are currently in progress?
- c) an action which began in the past and is still continuing, or has just finished?

➡ Language reference and extra practice, pages 134–135

Georges Simenon



Georges Simenon was one of the most successful and prolific authors of the 20th century. Simenon had extraordinary energy as a writer and in one year, 1928, he wrote 44 novels. He was born in Liège in Belgium on Friday, 13 February, 1903, but his superstitious mother registered his birth as being a day earlier.

His success was not down to his education. He left school at the age of 15 and worked in numerous short-term jobs until he took a job as a journalist a year later. (Eventually, he even interviewed the Emperor of Japan.)

His first novel was published in 1921. He is best known for his psychological thrillers and in particular for the character of Inspector Jules Maigret, who, after Sherlock Holmes, is the world's most famous fictional detective. Maigret used psychological intuition to understand the criminal's motives.

Simenon wrote 75 Maigret novels which have inspired 55 films and 279 TV adaptations. For the last 40 years of his life he was probably the best-selling novelist in the world.



Angela Jia Kim



Angela Jia Kim is a successful entrepreneur – having already founded two companies.

Her first piano teacher was her mother and later she graduated from the Eastman School of Music. Her classical refinement and passionate performances have delighted audiences worldwide.

One day just as she was about to perform on stage she had an allergic reaction to a body lotion. As a result of this she decided to develop her own line of skincare products. 'I was paying attention to what I was eating,' she says. 'Shouldn't I pay attention to what I was putting on my body?' She started experimenting to find non-toxic creams and eventually launched *Om Aroma & co*, an organic skincare line.

Her degree was in music, not business, so she sought advice from respected businesswomen who were going through similar experiences. She went on to create *Savor the Success*, an online community for female entrepreneurs. She says her success in business is due to her training as a concert pianist and, of course, hard work.



8a Look at the pairs of sentences below. Explain the difference in meaning between them.

- a) I work in Madrid, but I live in a village 40km away.

b) I'm working in Madrid at the moment, but I'm moving to Barcelona next year.
- a) I've worked in London, Paris and Rome, but now I work in Tokyo.

b) I've been working in Tokyo for a year and expect to continue to do so for some time.
- a) I worked in Oslo in 2006.

b) I was working in Oslo when my father fell ill.
- a) I'll work when you get home, if you look after the children.

b) I'll be working when you get home, so please try to keep quiet.

8b Which of the actions in the sentences above are:

- incomplete?
- temporary?
- happening around a point of time?
- already in progress when something else happened?

9 Correct the errors in the use of tenses in this text.

I really respect my best friend. He ^{COMES} ~~is coming~~ from Poland and is speaking four languages. He is living in London since 1998 and I've been knowing him for ten years. We met on holiday when we hitchhike through Spain. One day while we walk through the Cantabrian mountains he told me that even though he had been leaving school at 15 he was going to be very successful. He joined his company when it is having difficulties. He was working his way up to the top. He has only been working there for seven years and he is already being the Managing Director.

WRITING

10 Write a short paragraph giving your opinion on one of the following statements.

- 'A good education is the key to a successful life.'
- 'Luck and family connections are more important than a good education.'

SPEAKING

1 In small groups, discuss the following questions.

- 1 How do you find out about jobs in your country?
- 2 What jobs have you had?
- 3 Have you ever written a CV/résumé? When?
- 4 Is there a standard format for CVs/résumés in your country?

READING

2 Which of the following do you think are essential to mention in your CV?

- 1 Website addresses of companies you have worked for
- 2 Details of pre-university qualifications
- 3 A photograph
- 4 Date of Birth
- 5 Mail address
- 6 Telephone number and email address
- 7 Names of referees
- 8 Internships / work placements
- 9 Computer programmes and software used
- 10 Charity work
- 11 Interests
- 12 Positions of responsibility
- 13 Title, e.g. Mr / Miss / Ms

3a Read the CV of Vadim Kufenko quickly. In your opinion, has he left out any essential information?

3b Read the CV again and answer the following questions.

- 1 What do you notice about the way the profile is written?
- 2 Which exchange programme might he have found the most difficult? Why?
- 3 What kind of jobs do you think he might be suitable for?
- 4 Vadim is applying for a job in the marketing department of a British company that exports British products to Russia. They require a fluent Russian speaker, with advanced English and experience in finance and marketing. Rewrite Vadim's profile to help him get this job.

Curriculum Vitae

Name: Vadim Kufenko
 Date of birth: 8 May 1986
 Address: 58 Suvarovsky pr., apt. 52,
 St Petersburg 191015, Russia
 Telephone: +7-812-264 69 22
 Email address: v_kufenko@online.ru

PROFILE

An enthusiastic and dedicated professional with excellent analytical abilities in the field of finance. High levels of numerical capability. Quick to grasp new ideas and concepts and able to work on his own initiative. Has a logical approach to challenges and is able to meet tight deadlines. Strong project management skills. A good team player with good interpersonal skills.

WORK EXPERIENCE

December 2008 – present
 Financial Analyst at the Bank of Foreign Trade, St Petersburg.
 Responsibilities: daily financial analysis, preparing financial statements, data processing, and marketing surveys

EDUCATION

September 2007 – July 2008
 MA Degree in Economics specialising in Finance and Credit,
 St Petersburg State University of Economics and Finance
 September 2003 – June 2007
 BA Degree in Economics, St Petersburg State University of
 Economics and Finance
 1998 – 1999
 Southwest Junior High School, Lawrence, Kansas, USA
 1993 – 2003
 School #157, St. Petersburg

VOCABULARY: abbreviations

5 In groups, match the education abbreviations with the descriptions below.

- 1 PhD 3 MBA 5 BEC 7 IELTS
 2 MSc 4 BA 6 UCLES 8 TOEFL

- a) A first degree in the humanities.
- b) A postgraduate degree in a science subject.
- c) A postgraduate degree, which entitles the holder to the title Dr.
- d) A postgraduate business qualification.
- e) A qualification in Business English.
- f) A British examining board for exams in English as a Foreign Language.
- g) A test of reading, writing, listening and speaking often used by British and Australian universities.
- h) A test of comprehension in written and spoken English, often used by American universities.

INTERNSHIPS AND EXCHANGE PROGRAMMES

September – December, 2007

Exchange Program at the University of Jyväskylä, Finland.
Programmes: Finance, Business Networks, Family Business, Marketing (in English), Finnish language

April 2007

Short internship at the Bank of Foreign Trade, St Petersburg

April – July 2006

Exchange programme at the Berlin School of Economics, Germany, Programmes (in German): International Economic Relations; International Marketing; German language.

ADDITIONAL SKILLS

Languages: English (advanced IELTS 8.0, BEC Higher (awarded by UCLES))

German (intermediate)

Finnish (elementary)

HOBBIES

Trading in stocks and shares, swimming and jogging

REFERENCES

Available on request



GRAMMAR: the perfect aspect

7 Look at Track 1.3 on page 170 and find an example of the following (there may be more than one answer):

- | | |
|-------------------|----------------------|
| 1 present perfect | 4 perfect infinitive |
| 2 past perfect | 5 perfect -ing |
| 3 future perfect | |

8 In sentences 1–5 below, which action:

- is completed?
 - looks back from now to a time before now?
 - was completed before another action took place?
 - is expected to be completed by a particular time in the future?
- Hopefully, we'll have finished the interview by 3 p.m.
 - I'd applied for a number of work placements before I got the one in the bank.
 - I've been on two exchange programmes: one in Finland and one in Germany.
 - Having read your CV, we'd like to know more about your internship and exchange programmes.
 - I seem to have lost your references.

➡ Language reference and extra practice, pages 134–135

9 Fill in the blanks with present, past or future perfect.

- I intended to come for just a couple of months, but next September, I _____ (be) here for five years.
- When I interviewed him he _____ (already/be) out of work for over a year.
- My sister _____ (be) the head of a PR company for the last ten years.
- We _____ (interview) five people since 9 a.m. but I don't think any of them meet the requirements.
- It's no use sending your CV now. They _____ (choose) a candidate by the end of today.
- I was hoping _____ (finish) by now.
- _____ (complete) my training, I'm now looking for a job in finance.

WRITING

10a Choose a job that you would like to be interviewed for and write a short CV to help you get that job.

10b In pairs, tell each other which job you would like to be interviewed for, give your partner your CV and take it in turns to interview each other.

LISTENING

6a **13** Listen to part of Vadim's job interview. Answer the following questions.

- Why does the interviewer mention when the interview will finish?
- What regret does Vadim mention?
- What advice does the interviewer give Vadim?
- How does Vadim turn a possible weakness into a strength?
- Why does Vadim want the advertised job?
- What mistake does the interviewer make?

6b Listen again and evaluate the interview.

- Do you think what Vadim said highlights his strengths?
- How would you describe the interviewer's attitude towards Vadim?
- How do you think the interview is going (so far)?

SITUATION

Anderson University is a private university in the United Kingdom. Many of its students want to do internships of three to six months with companies or international organisations. They generally pay a fee and use the services of Morton Associates, a firm that specialises in arranging internships.

Morton Associates is looking for a suitable candidate for an internship with the international organisation UNESCO.



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Activities

UNESCO promotes international co-operation among its 193 Member States and six Associate Members in the fields of education, science, culture and communication. It has a wide range of programmes, which will appeal to students from diverse disciplines.

AIMS

- to halve the proportion of people living in extreme poverty in developing countries by 2015
- to achieve universal primary education in all countries by 2015
- to eliminate gender disparity in primary and secondary education by 2015
- to help countries implement a national strategy for sustainable development

1a Read the situation, the description of UNESCO and the duties of the intern.

1b In pairs/small groups, discuss what kind of person would be suitable for this internship. Think about the candidate's educational qualifications, personal qualities, experience, skills and interests.

2 Discuss your profile of the ideal candidate with another group.

DUTIES OF THE INTERN

- to assist in administrative duties as assigned by the director
- to assist in the research and writing of department publications
- to assist with desktop publishing
- to help to coordinate special events and conferences
- to take part in the development of student educational programmes

3 1.4 In pairs listen to Lisa and Howard, (two members of Morton Associates) talking about the requirements for candidates applying for an internship at UNESCO. Make notes under the following headings.

- | | |
|-------------------|--------------------------|
| • Qualifications | • Computer skills |
| • Languages | • Interests |
| • Work experience | • Duration of internship |

KEY LANGUAGE: stating requirements; saying what is essential and desirable

4 1.5 Listen to part of the conversation and complete the following extracts. Use a maximum of two words for each gap.

- L: It's _____ that candidates are doing a postgraduate degree ...
- H: What about languages?
L: They _____ an excellent knowledge of one of the working languages of the organisation ...
H: Right, so that's _____.
- H: How about work experience?
L: They don't mention that specifically, but it's obviously _____ to have some work experience ...
- H: You haven't mentioned computer skills.
L: Well, candidates _____ to be able to use office-related software.
- H: Anything else?
L: No, but we'll be _____ some evidence of a special cultural or scientific interest.

5 Look at Track 1.4 on page 170. Underline all the phrases which are used to *state requirements* and say whether each one is *essential* or *desirable*.

TASK: choosing an intern

6a Work in groups of three. You are members of Morton Associates. You are going to recommend one intern for an internship at UNESCO. There is only one vacancy at the moment.

Student A: read the profile of Carla Dias

Student B: read the profile of Stefan Muller

Student C: read the profile of Hiroko Watanabe

Underline the strong points of each candidate. Make a note of any points you think the candidate lacks.

6b In your groups, discuss the candidates. Talk about their strengths and weaknesses and why they should/shouldn't get the internship.

6c Rank the candidates in order of their suitability for the internship (1 = most suitable, 3 = least suitable).

6d Choose the best candidate to recommend for the internship at UNESCO. Then, compare your choice with the other groups.

PROFILE

Qualifications

Final year PhD in English literature.

Languages

Fluent oral and written Japanese, English and French.

Computer skills

Basic knowledge of office software. Claims to be a quick learner.

Attitude

Demonstrated a good knowledge of current affairs. Wants to represent Japan in an international organisation.

Availability

Would ideally prefer a longer internship (six months).

Other information

Well dressed. Spoke fluently using a wide range of vocabulary. Says she's a good team player. A member of the International Society at university. Seemed very nervous during the interview. Asked no questions.



Hiroko Watanabe

PROFILE

Qualifications

Final year PhD in Computer Science.

Languages

Bilingual German/English.

Computer skills

Extensive knowledge of computer program and software.

Attitude

Ambitious. Wants to work for a multinational company running its communications network. Has travelled widely in Asia during his vacations. Is studying French in evening classes.

Availability

Flexible.

Other information

Dressed casually for the interview. Quiet and thoughtful with a strong sense of social responsibility.



Stefan Muller

PROFILE

Qualifications

Final year Masters Degree in Architecture.

Languages

Good oral and written English. Fluent Portuguese, Spanish.

Computer skills

Competent in Word and Excel.

Attitude

Interested in current affairs. Previous one-month internship in International Labour Organisation (ILO) Geneva. Would like to pursue a career as a diplomat.

Availability

Is interested in a 4-month internship.

Other information

Smart appearance. Very articulate and self-confident. Inquisitive. Under-16 tennis champion in her home town.



Carla Dias

OTHER USEFUL PHRASES

Talking about strengths and weaknesses

One of his/her strongest points is ...

His/her best quality is ...

What impresses me about X is ...

His/her biggest asset is ...

One of his/her major weaknesses is ...

I think he/she lacks ...

I'm worried/concerned about his/her age/ experience/qualifications ...

What concerns me about the candidate is ...

STUDY SKILLS: self-awareness

1a 1.6 Two students are being interviewed by a linguist who is researching the motivation of learners of English. Look at the descriptions of two types of motivation. Listen to the interviews with Jan and Marco. Then decide which type of motivation they have.

Instrumental motivation: The person is learning the language to achieve a definite goal, e.g. to get a better job, to be promoted, to pass an external examination, etc.

Integrative motivation: The person is learning the language to communicate with people from another culture that speak the language. The person wants to identify with the target language group and fit in with it.

1b Which student, Jan or Marco, expresses the following ideas? Listen again and check.

He ...

- is a flexible person when travelling.
- will make more money by improving his English.
- wants to achieve native speaker proficiency.
- does not want to learn a lot about English culture.
- learned about English culture at an early age.
- is learning English in a company environment.
- wants to learn more about the literature of the country.
- needs to communicate better in English for work reasons.

2 In small groups, discuss the following questions.

- 1 What is your main motivation for improving your English?
- 2 What other things are motivating you to improve your English language proficiency?

3a Jan travels a lot and believes he has good cross-cultural skills. In groups, discuss some of the skills and qualities that people need when living or working in foreign countries. Make a list and show your ideas to the other groups.

3b Compare your list of cross-cultural skills with a list made by an expert in the field. See page 166.

3c Now discuss whether you think you have the qualities required to work in a foreign country. Give reasons for your answer.

4 Learning style It is important to be aware of your learning style, as this will indicate not only your strengths but also areas you need to develop. Read about four approaches to learning on page 166. Then, in groups, answer the questions below:

- 1 Which style do you think best describes you personally?
- 2 Are you a mix of the styles? If so, in what way?
- 3 Is one learning style predominant in your group?
- 4 What could each of you do to improve your learning style?

5 Personal qualities and skills Work in groups. First, note down the qualities and skills you have which would impress a potential employer. Then compare your list with those of other students in your group.

WRITING SKILLS: a covering letter

6 When to use a covering letter Complete the gaps in the text with the words in the box.

convincing	motivate	speculative
targeted	vacancy	vital

A covering letter should always be included when you send out a CV or an application form. It should create interest and ¹_____ the employer to get to know more about you. There are two types of covering letter. In a ²_____ covering letter, the writer is responding to a specific advertised ³_____. However, in a ⁴_____ covering letter, the writer aims at a specific employer or a number of companies or organisations he/she is interested in joining. A covering letter is ⁵_____ if your application is speculative because the employer will only read it and look at your CV if your letter is really ⁶_____.

7 How to structure a covering letter Look at the information below and put it in the order it would probably appear in a covering letter.

- 1 Highlight your strong points, your understanding of the work, and why you are suited for it.
- 2 End the letter with an appropriate sentence.
- 3 Indicate your availability for interview.
- 4 Explain why you are interested in the job.
- 5 State what the vacancy is and how you heard about it. If the covering letter is speculative, say what kind of work you are interested in.

CREATIVITY

INCENTIVE

8 17 What to do in a covering letter Naomi Lloyd is a Communications Consultant. Listen to her talk, and make notes on what she says about the following:

- introduction
- your strengths
- length of the letter
- applying for different jobs
- ending the letter

9 Read Track 1.7 on page 171 and check your answers.

10a Vadim Kufenko is also applying for the position of Research Assistant with *Euronews Magazine*. The magazine provides readers with information on trends in international banking, foreign exchange investment and capital markets. Read the covering letter that Vadim includes with his CV. Do you think he has followed the rules of writing a covering letter? Discuss with a partner.

10b Look at the letter again. Each paragraph contains a *topic sentence* and one or more *supporting ideas*. With your partner, study the example, then analyse paragraphs 3 and 4 of Vadim's letter in the same way.

A *topic sentence* contains the main idea upon which a paragraph is developed. It often appears at the beginning of a paragraph, introducing the main idea.

Example: Paragraph 2

Topic sentence: *Having read your company literature, I am very interested in joining your organisation.*

Supporting ideas: *(The reasons why Vadim thinks he would be an asset to the company) He thinks the job suits his qualifications and experience and offers a suitable challenge.*

11 Certain phrases are common in covering letters. Find words/phrases in the letter which mean the following.

- 1 which I hope you will study carefully (paragraph 1)
- 2 descriptions of your organisation's activities (para. 2)
- 3 something that needs skill and energy to achieve (para. 2)
- 4 extremely useful (para. 3)
- 5 short and clear (para. 3)
- 6 getting work done very quickly and on time (para. 3)
- 7 have obtained (para. 4)
- 8 someone of value (para. 5)

Dear Ms Sommer,

Re: Research Assistant

- (1) I am writing to apply for the above position advertised in the graduate section of *The Chronicle*, dated 5 June. I enclose my Curriculum Vitae for your consideration.
 - (2) Having read your company literature, I am very interested in joining your organisation. I am convinced that the position of Research Assistant would be well suited to my qualifications and experience. It would also provide me with an interesting challenge.
 - (3) My role as Financial Analyst in the Bank of Foreign Trade in St Petersburg has given me invaluable experience of working in teams on research projects. It has also enabled me to develop key skills such as analysing financial statements, undertaking marketing surveys and writing concise reports, which are all relevant to this position. Of course, I am used to working to tight deadlines.
 - (4) During my vacations, I have travelled widely in Europe and have gained useful cross-cultural skills. As a result, I feel I would be able to fit comfortably into the multinational teams which I know are an important feature of your organisation.
 - (5) If I am fortunate enough to be selected for the position, you will be employing an enthusiastic, highly motivated and loyal member of staff, who will be an asset to your organisation.
- I am available for interview at any time and look forward to hearing from you.

Yours sincerely,

Vadim Kufenko

12 You have already written a CV. Now write an impressive covering letter for the job advertisement below, so that you will be called for an interview.

Volunteers

WANTED

We are looking for volunteers with a wide range of skills and experience to participate in projects (such as building a school) in more than 30 of the world's poorest countries.

You can make a difference.

Send your CV to ...

GRAMMAR

G1 The continuous aspect

Use the continuous aspect to talk about:

- an action or situation which is/was in progress at a particular time.
He was researching into gene therapy at the time.
- an unfinished action or situation.
He **had been working** in the lab when I met him.
- a temporary action.
I'm using Jo's laptop while mine is being repaired.
- a trend, changing action or situation.
Scientists say the weather **is getting** hotter.

We use the present continuous to talk about actions or situations currently in progress.

They're **conducting** a series of experiments into genetic mutation at the moment.

We can also use the present continuous to describe future arrangements.

I'm **giving** the lecture on Thursday.

We use the past continuous to talk about an ongoing action in the past, often unfinished.

I **was working** on the genome project the whole of last year.

(The project hadn't finished by the end of the year ✓)

We use the present perfect continuous to talk about an ongoing action or situation in the past that is still continuing into the present, or has just finished but has a result in the present.

The doctor **has been waiting** for you for ages.

I've **been running** to get here on time. That's why I'm out of breath.

We use the past perfect continuous to talk about an ongoing action or situation in the past that is still continuing up to another time in the past.

The researchers **had been focusing** too narrowly – that's why we stopped them.

We use the future continuous to talk about temporary actions in progress at a particular time in the future.

We'll **be working** on the project all next week.

G2 The perfect aspect

Use the perfect aspect to look back from one time to another.

Present perfect

This looks back from now to a time before now. It often focuses on completed actions or situations.

We've **already interviewed** ten people for this post.

The present perfect continuous focuses on the duration of the action.

We've **been interviewing** all morning.

Past perfect

The past perfect looks back from a time in the past to another time before that.

She'd **applied** for ten jobs before she got this one.

The past perfect continuous focuses on duration.

She'd **been applying** for jobs for months before she got this one.

Future perfect

The future perfect looks back from a time in the future to another time before that.

Lucas **will have finished** the job by 6.00p.m.

The future perfect continuous focuses on duration.

Lucas **will have been working** on it for three hours by then.

Other forms

The perfect has an infinitive form: *to + have + past participle*.

I expected you **to have completed** the questionnaires by now.

The *-ing* form is *having + past participle*.

Having arrived at the laboratory, we were shown to Professor Dalton's office.

KEY LANGUAGE

KL Stating requirements**Essential**

It's absolutely essential that ...

The (candidate) must have (done) ...

They'll have to have (done) ...

Candidates have to be able to ...

That's/X is a pre-requisite / an essential requirement.

Desirable

(I imagine) it would be helpful to have (done) ...

It'd be a good thing if he/she had (done) ...

It would be an advantage if he/she had (done) ...

That/X would probably give them an edge.

VOCABULARY

V1 Issues in education

assessment, critical thinking, curriculum, dumbing down, elitism, informed decisions, interpersonal skills, knowledge base, plagiarism, rote learning, streaming, traditional teaching

V2 Idioms

all-rounder, dark horse, egghead, high-flier, know-all, loose cannon, showoff, smart Alec, team player, whiz-kid

V3 Suffixes (adjectives)

accomplished, affectionate, allergic, ambitious, analytical, educational, electrical, famous, fictional, grammatical, passionate, persuasive, photographic, powerful, psychological, skilful, successful, superstitious, toxic

G1 1 Complete the sentences with the verb in brackets in the correct continuous form.

- Mercedes _____ (work) as a teaching assistant since she arrived here two years ago.
- I _____ (try) to finish my assignment all through the plane journey, but it was too turbulent.
- The rearranged lecture _____ (take place) next Friday at 5.00 p.m.
- Working conditions in the factory _____ (improve) before the new management started.
- The whole family _____ (stay) with Ralph's parents until the building work is completed.
- The security guard _____ (lock) the office when the burglars forced their way past him.
- I know I failed the test because I _____ (not concentrate) in Professor Williams' lectures.

G2 2 Choose the correct answer.

- By the time the strike at the car plant was over, several of the workers *already found / had already found* new jobs.
- Alan will have *negotiated / been negotiating* deals with the US for 40 years when he retires.
- That office block *has been / was* empty since.
- They have *closed / been closing* the production department for five days already this month.
- We really wanted *to have / having* finished all the work by now.
- The company had *recruited / been recruiting* graduate trainees for over 20 years when the scheme was ended.


G1, 2 3 Complete the text with verbs from the box below in the correct form.

be become (x2) found generate
incorporate lay off look for sell trade

I ¹ _____ a particular book on the Internet recently and found it on Amazon, and I started to wonder how the online bookshop ² _____ the giant that it is today. Amazon ³ _____ books since 1994, when Jeff Bezos ⁴ _____ the business.

It started out very small, but after it ⁵ _____ in business for a year, a \$100,000 investment was used to make the website more user-friendly. By 1999 it ⁶ _____ \$16m, and until that point it ⁷ _____ only in books. But then things began to go wrong and by the end of 2001, the company ⁸ _____ over 1,000 staff. Not one to give up, Bezos opened the Amazon market to other traders, and became successful once more. More than just a bookshop, Amazon ⁹ _____ features into its website such as user reviews, and within a very short time now it ¹⁰ _____ one of the main sellers of other goods, such as CDs, household goods, electrical goods, and so on. What a success story!

KL 4 Read the advert and complete the sentences below.



University of
West Hampton

The Languages Department
currently has a vacancy for a lecturer in English Language Studies.
The successful candidate must:

- be a native or bilingual speaker of English
- have a first degree in English or Linguistics
- have a postgraduate qualification in a related subject

The following are also desirable:

- knowledge of at least one other language
- experience in the higher education sector
- interest in the development of the English language

Terms and conditions on application.

- _____ the applicant speaks English fluently.
- _____ studied English or linguistics.
- _____ completed a postgraduate degree.
- _____ could speak another language.
- _____ worked in higher education.
- _____ were interested in the development of the English language.

V1 5 Complete the sentences with words or phrases from V1.

- The subjects studied in a school/college are called the _____.
- If you reproduce other people's work and claim it as your own, you are guilty of _____.
- TV broadcasters are often accused of _____ because programmes aren't intellectual enough.
- _____ is often criticised because it does not encourage independent thinking.
- It is necessary in a language course to have frequent _____ to measure students' progress.
- Some schools practise _____, that is, they have groups of different abilities for some subjects.

V2, V3 6 Find an expression in V2 or an adjective in V3 which describes the following:

- something which is very poisonous _____
- someone who can bring you round to their views or desires _____
- someone who will be successful in their chosen field _____
- someone whose immune system over-reacts to a particular substance _____
- someone who is very emotional and believes strongly in things _____
- someone who is loving and caring _____

Lesson 2.4 Exercise 6 (page 23)

Student C

Head of the Wildlife Society

You represent the conservationists, bird lovers, farmers and fishermen in the area.

You are totally against the project because:

- cutting down the mangrove trees and clearing the waterfront area will seriously affect fish stocks.
- The 80 different species of birds in the area will be threatened. The Virginia dove will become extinct.
- The rare turtle will no longer come to White Sands beach to breed

Find out:

- what Ricardo Hernandez will do to protect the environment
- if the ramblers will have access to the beach.

Lesson 5.4 Exercise 5 (page 55)

Student C

You think All Seasons should focus on the over-40s. Why?

How would you attract these people to the stores? What new facilities would be good to have? What would make All Seasons a destination store for them?

All Seasons would have to sell more up-to-date fashion. How could this be achieved? Would it be better to sell disposable fashion at low prices or quality clothes at higher but reasonable prices?

In general, you think the store should change direction radically, rather than offer special ranges aimed at particular groups.

What would the disadvantages be of targeting the family market, or teenagers and young adults?

Lesson 4.4 Exercise 6 (page 45)

Student C

PHYSICAL FITNESS

Regular exercise helps prevent obesity. Being overweight increases the risk of heart disease and some cancers.

Physical fitness facts

- 35 per cent of men and 41 per cent of women are inactive
- obesity causes around 12,000 cases of cancer each year
- physical activity has declined in girls by 46 per cent and in boys by 23 per cent in the last five years

How much exercise should you do?

- Just 30 minutes of exercise, five days a week, will keep you healthy
- You must balance the energy you take in from food with the energy you burn through activity.

Lesson 12.4 Exercise 6a (page 129)

Student C

A journalist

You speak from a personal point of view, and you always question people's arguments closely – you like strong and healthy discussion.

Look at all the discussion questions, and prepare your points of view.

You are chair for the discussion of the third question.

SUPPLEMENTARY INFORMATION

Lesson 1.5 Exercise 4 (page 14)

The diver

Characteristics

- ☐ You tend to jump in and have a go
- ☐ You like to get things over with.
- ☐ You like to see if things work.
- ☐ You like to get onto the next thing quickly.

The dreamer

Characteristics

- ☐ You think a lot about the subject.
- ☐ You like to research things thoroughly.
- ☐ You put off practical aspects such as writing.
- ☐ You have no idea where time goes.

The logician

Characteristics

- ☐ You like things to make sense.
- ☐ You like to know the reasons behind things.
- ☐ You are organised in your approach to study.
- ☐ You enjoy tackling complex problems.

The searchlight

Characteristics

- ☐ You find everything interesting.
- ☐ You like to see the big picture
- ☐ You have bits of information on lots of things.
- ☐ You find it hard to select what is relevant.

Unit 10.5 Exercise 4 (page 110)

- Make sure you know what the topic of the seminar is beforehand.
- Think about what you know about the topic - and what you don't know. Write down a few of the things you need to know more about.
- Read any relevant lecture notes you have. Read any material (articles, etc) your teacher has given you or recommended. Research the topic in the library, on the Internet, etc. Make notes of important points
- Work out a position on the topic. What's your opinion? Are you for or against?
- Prepare some questions you can ask in the seminar
- Consider working with another student from the same seminar group to discuss your ideas together. Or meet with other students to form a study group - you can practise participating in seminars to give you more confidence for the actual seminar.

Lesson 5.2 Exercise 3 (page 50)

To qualify for membership of the *Chambre Syndicale de la Haute Couture*, a fashion house must:

- make clothes for individual customers, involving at least one fitting
- employ at least 15 people in a workshop in Paris
- present a show twice a year to the press, comprising at least 35 runs, with both day and evening outfits.

Lesson 1.5 Exercise 3b (page 14)

Skills:

- interpersonal skills
- linguistic ability
- motivation to live abroad (cultural curiosity)
- tolerance for uncertainty and ambiguity
- flexibility
- patience and respect
- cultural empathy
- a strong sense of self (ego strength)
- a sense of humour

Lesson 6.1 Exercise 2 (page 58)

Q1 Score 1 for each item

Q2 a) = 3 b) = 2 c) = 1

Q3 a) = 2 b) = 3 c) = 1

Q4 score 1 for each

Q5 a) = 3 b) = 2 c) = 1

Q6 a) = 3 b) = 2 c) = 1

Q7 a) = 2 b) = 3 c) = 0

Q8 a) = 1 b) = 2 c) = 3

18+ You are a real technophile, however you may be a slave to your machines!

10-17 You find technology useful but it doesn't rule your life.

0-9 You may be a bit of a technophobe. Some aspects of technology worry you, but you still get things done!

Answers

Lesson 1.1 Track 1.2

Presenter, Jim, Nancy, Bob

P: OK, thank you Miranda ... and now I think we can go to our first caller ... who is Jim, a salesman from Brighton. Hello Jim, what do you think?

J: Yeah ... good morning. Well, I think all formal education is a waste of time and money. It's the 'university of life' that's important, you know, learning things the hard way by doing them and making mistakes. Experience, that's what counts, that's how you learn to make informed decisions, not by reading books. I mean obviously you need to be able to read and write. Numeracy and literacy and all that are important, but all those subjects like Chemistry and Geography, how useful are they in the modern world? They don't really help anyone's career prospects. Life skills, the things that really matter, can't be taught in schools.

All that learning stuff by heart which I had to do at school, rote learning, just like parrots, what a waste of time. School is full of show-offs and smart alecs who want to show how many facts they know, but you really learn by being out there in the world and making your own way. Everyone has the same chance in life, or at least they should have.

P: OK, thank you, Jim. And now I think we can go to Nancy in Cambridge ... er, who is a university lecturer, I believe. Go ahead, Nancy.

N: Thank you. I have to say that I totally disagree with the previous caller. Education is about accumulating a body of knowledge which contributes to an individual's development and helps create a sense of identity. It's really the most important thing: a broad education with a strong knowledge base. Also, if you think about it, a high-quality education system contributes to the economy as a whole. The better educated the population is, the more people go to university, the more it benefits the whole country. Subject knowledge and the ability to use it, er, self-awareness and mental agility are all very important qualities which are developed at university. The experience of campus life is at the heart of creating all-rounders who have the capacity for independent study and can think for themselves. That's what education is all about.

P: OK, Nancy, thank you for your contribution. And, er, now can we go to Bob, a company director in

London. Hello Bob, what's your view?

B: Good morning, I have to say I have a quite different view to the previous callers. Erm, for me, the problem with education in this country is that it doesn't teach the right stuff, that which is actually useful for the world of work. Education at all levels should be much more practical, er, less theoretical. As an employer, I'm not looking for academics and egg-heads. I want good team players who can write a decent letter or email, you know, people who have practical skills like meeting deadlines and the ability to prioritise tasks, people who are competent and who can be trained up. It's amazing the sort of stuff I see on application forms. I must say I see very little of the critical-thinking skills which people like, er, Nancy talk about. I think we need to go back to more traditional teaching methods. I don't think any of these modern techniques actually work.

P: Right, er thank you, Bob. Well plenty to think about there. Let's see what the panel think about what they've heard ... er, Cristina, let me come to you first ...

Lesson 1.3 Track 1.3

Interviewer, Vadim

I: Thank you Vadim. That was a very interesting presentation. Now, I know you're flying back to Russia this evening. Hopefully, we will have finished the interview by 3 o'clock, so you should have lots of time to catch your flight. I'd just like to start by checking some of the details on your CV. Can you tell us what you have been doing since you were awarded your Masters?

V: Well, since December 2008, I've been working as a financial analyst at the Bank of Foreign Trade in St Petersburg and the job has, erm, also included some marketing ... including preparing market surveys.

I: OK. I'd like to come back to that in more detail later. Having read your CV, we'd like to know more about your internship and exchange programmes.

V: Sure. I've been on two exchange programmes: one in Finland and one in Germany. I studied mainly business subjects and also some Finnish, although the programme was in English. One of the subjects I studied was Marketing. The programme in Germany also included International Marketing but it was taught in German, so, if I'm honest, that was quite difficult for

me. I studied German at school but I dropped it before I had taken any exams. Luckily, my English is fairly advanced and I have an 8.0 in IELTS, which is a really good score. I really enjoyed the exchange programme and my only regret is that I didn't study more German.

I: You mentioned your IELTS score. We know about that, but can you tell me what BEC Higher is?

V: Certainly. BEC is a Business English Certificate awarded by UCLES, you know, the University of Cambridge Local Examinations Syndicate and the highest award is the Higher Certificate.

I: Thank you. OK. Could you tell us about the internship?

V: Well, my internship was actually at the place I'm working now – the Bank of Foreign Trade – and luckily they invited me back to work for them.

I: Does that mean all your work experience, including your internship, has been in one place? Have you done any other work?

V: Well, I've had a number of holiday jobs. I've been a waiter and I've also worked as a shop assistant.

I: Right. I'd probably include that in your CV in future.

V: Sure. Thanks for that advice. I'd applied for a number of work placements before I got the one in the bank. I'd just like to add that I'm quite proud that I was offered a job after my work placement and I've really enjoyed working at the Bank of Foreign Trade. I'm very happy there. But I'm looking for a new challenge and the opportunity to use my English in Britain.

I: Right. Now before we go into your current job responsibilities in detail, I need to check one last thing. I'm sorry but I seem to have lost your references. Is it OK if we phone your referees?

V: Yes, no problem. I have their phone numbers.

I: OK, so why do you think you are suitable for this job?

Lesson 1.4 Track 1.4

Lisa, Howard

L: We've got three possible candidates for the internship at UNESCO. They all have slightly different strengths, so I think it may come down to who's best at interview. Shall we run through UNESCO's requirements for this internship?

H: Yeah, let's do that.

L: OK, well, the first thing is academic qualifications. It's absolutely

essential that candidates are doing a postgraduate degree. In other words, a second university degree or higher.

- H: OK, so having an undergraduate degree definitely isn't enough.
- L: Exactly, they'll have to be enrolled in a Master's degree or already have one.
- H: OK. What about languages?
- L: Well, they must have an excellent knowledge of one of the working languages of the organisation – that means really good English or French – oral and written.
- H: Right, so that's a pre-requisite.
- L: Yes.
- H: How about work experience?
- L: Well, they don't mention that specifically, but it's obviously an advantage to have some work experience, preferably with an international organisation.
- H: Yes, that's true. You haven't mentioned computer skills.
- L: Well, candidates are expected to be able to use office-related software. That's fairly standard.
- H: Anything else?
- L: No, but we'll be looking for some evidence of a special cultural or scientific interest. It is UNESCO after all.
- H: Yes, quite. By the way, how long is the internship?
- L: Er, it must be between one and four months. So they're not that long.
- H: OK. Shall we take a look at the candidates now?

Lesson 1.5 Track 1.6

Jan, Marco

- J: I'm learning English because I love the language and I'm fascinated by the culture. When I was at school, I learned about Shakespeare and the Queen and the Tower of London, and I dreamed of coming to England. Now I'm in London and I want to improve my English so I can understand English books, like *Pride and Prejudice* and Sherlock Holmes, the classics, and follow all the English films and television. I go to the theatre here twice a month. It's wonderful to see a play by Shakespeare at the National Theatre. I want to become really fluent and speak like an English person. I enjoy learning languages and travel a lot. I've visited several foreign countries. I think I'm a good traveller because I try to fit in wherever I go. I've developed good cross-cultural skills, and because of this I always manage to integrate into the culture of the country I'm visiting.

- M: What's motivating me to learn English? Simple. I work in the export department of an international clothing company. I'm attending an English course in my company to improve all my skills, so I can pass an English language proficiency test. If I pass the test, I'll get promoted and earn more money. That's my main motivation. I've never been good at learning languages, and I'm not particularly interested in English or its culture, but I am ambitious and very career-minded. I have to travel a lot in my job to visit suppliers, and I often need to communicate with customers in English. So, I'm also trying to improve the level of my English to become more fluent. It'll help me to do my job better. So, to answer your question, my main goal is to pass the language test and get a higher salary, but I also need to improve my English language skills to perform better in my work.

Lesson 1.5 Track 1.7

OK then, I've told you how to organise a covering letter and what to include in it. Now let me give you some advice.

First, focus on the employer's needs and show how your qualities and skills match what they're looking for. Try to avoid starting every sentence with 'I'. I mean you have to talk about yourself, but do try to vary the way that you do this.

Make sure you include all your 'selling points'. They're things you can offer which will really impress the employer. For example, you could say, 'I've had three years experience in the newspaper industry and was voted 'financial journalist of the year' in 2006. I speak Spanish and English and can take notes quickly in shorthand.' In other words, highlight your strengths and what you can offer the employer.

Now, be careful about the length of the covering letter. If you make it too short, you'll probably leave out important information and not 'sell yourself' properly. But if you make it too long, the reader may get bored and might not read it properly. Remember that some employers have to read thousands of letters every year, so the letter needs to be concise and persuasive.

And don't put the same things in every covering letter you write. Customise each letter, so that the qualities and skills you mention, your strong points, are targeted at the specific job you've applied for. You may include different points, depending on the job.

Finally, sign your letter and print your name under the signature.

Well everyone, that's all I'd like to say about covering letters. Good luck in your job hunting. I hope you've found this talk interesting and useful.

Lesson 2.2 Track 1.8

Part 1

- G: Er, I became a conservationist, in part, because of my family background. My father was an agricultural scientist and travelled throughout the world. One of my brothers was born in Africa. I was born in, er, British Guiana and throughout our young life we, er, were constantly exposed to my father's pictures, particularly of Africa, which were ... a strong effect on me. So the first reason, I think, is that it's the way I grew up and that attracted me to erm, my field and as a result of that I went to the University of Oxford to study zoology. I finished my first degree there. Er, after that, I was lucky enough to become a guide in the Galapagos Islands. I did that for about 18 months and as a result of that experience, which was really quite a life changing experience, I went to the University of Pennsylvania to study ecology and evolution. Er, that took me about six years to finish that and once I had finished that I embarked on a career almost immediately, moving straight into conservation biology and then subsequently into things like park management and research management and that's basically how I became a conservationist.

Lesson 2.2 Track 1.9

Part 2

- I: What are the key threats from tourism to conservation areas?
- G: I think the first thing to say about tourism is that in many situations it's a very positive thing. It can help conservation quite substantially but there are also many examples in the world, for example in the Caribbean, where tourism also causes other ... causes problems and has direct impacts on the environment. Er, many of the reefs in the Caribbean have serious problems as a result of pollution from the large hotels. So, when you have massive development of tourism it can create substantial problems, er, for the wildlife in the particular area. There are other areas where tourism can also cause what are, you could say, are more hidden ... have more hidden consequences. For example, in the Galapagos Islands where you have a growth