

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify the main ideas of a passage
- find information in a text quickly
- deal with multiple-choice questions.



LEAD-IN

01 Are these words about work or studies? Put them in the correct column.

- | | | |
|----------|-------------------|-------------------|
| academic | blended learning | business |
| degree | employers | retirement |
| job | qualification | primary education |
| office | lifelong learning | seminars |

TIP 01

Divide your vocabulary notebook into topics. Leave space to add new words as you learn them.

Work	Studies



02 How many of the words can you find in the text opposite in ONE minute?



MULTIPLE-CHOICE QUESTIONS

FINDING THE ANSWER

03 Spend another ONE minute quickly reading the text and answer this question.

Does the text express a positive or negative view of globalisation in education?

04 Quickly find which paragraph (A–F) you need to read to answer these questions.

- | | |
|---|---|
| 1 Blended learning means | 2 All of these are advantages of globalised education except: |
| A continuing to learn throughout your life. | A Students in developing countries can get better jobs. |
| B studying online or via email. | B Students can get a degree at a cheaper price. |
| C mixing traditional and modern methods. | C Universities benefit from international students. |
| D learning in a classroom. | D The elite get most of the opportunities. |

Do you need to read the whole paragraph to find the answers?

Choose the correct answers and explain your choices to your partner.

In multiple-choice questions, you have to choose the correct answer from four options: A, B, C, D.

In the test, you will not have time to read the whole passage in detail. You need to quickly find the part of the text that contains the answer.

First, skim the text (read it very quickly) so you know what it is about.

Next, look at the main part of the questions (NOT the options A, B, C, D) and decide which words will help you find the answer. These are the 'key' words.

Then, read the text again quickly. This time you are *only* looking for the key words or words which mean the same. That is the part of the text where the answer is.

GLOBALISATION OF EDUCATION AND THE WORKPLACE

- A** Globalisation has affected most aspects of our lives. One area which has changed is education. More and more people move to different countries for their studies. At the same time, more people stay at home and study by distance learning. It is now easy to learn without attending a college or university, or attending less often. 'Blended learning' means studying partly in a traditional way in the classroom and partly online or via email. These changes also mean that there is now more interest in 'lifelong learning', the idea that we go on learning throughout our working lives and even into retirement. It is easy to attend 'webinars' or online seminars without being away from our offices. Many adults go back to college later in life because it is so easy to get a qualification without giving up work or disrupting family life.
- B** Different countries have benefitted from the globalisation of education in different ways. Many British, Australian and American universities run their degree programmes in countries throughout Asia, and many students, parents and employers feel this is a valuable opportunity. Students can get an internationally recognised degree at a much cheaper price than going abroad and so can improve their chances of getting a good job. At the same time, those in the countries providing world-class degrees also benefit. They have greater access to ideas and knowledge from all over the world and having international students enriches their universities.
- C** However, it is not good news for everyone in some developing countries. It is usually the elite – or the richest people in the large cities – who have access to international education. Many people in rural areas have not even had a primary education. Also, those areas usually do not have reliable internet connections and most people do not own a computer. It will take a bit more time for international opportunities to reach everyone in developing countries.
- D** One concern people have about globalisation is that it can start to mean 'westernisation'. In other words, local knowledge can be lost and money seen as more important than culture. Education should treat every culture with respect; it should not be just learning about the West, but should include different ways of teaching and approaches from around the world. The aim is to enrich and share; the flow of ideas and information should go from East to West as well as from West to East.
- E** Educational institutions have changed their focus due to globalisation. There are so many benefits of having overseas students that universities are competing for them, using strategies from the world of business. For example, they visit Education Fairs all over the world and spend time and money creating publicity material and advertisements. There is also more emphasis on the student experience. There is more focus on customer care, especially helping international students to settle in, improve their English and understand the academic culture of the host country.
- F** There are many advantages to the globalisation of education and the workplace. More people get benefits that were only available to those in the developed countries before. There is more understanding between different nations as people learn about each other's cultures. However, it is important to make sure the benefits reach everyone and don't leave many citizens of the developing world behind.

LOOKING FOR WORDS WITH SIMILAR MEANINGS

05 If you see these words (1-7) in a question, what words might you expect to find in the text? Choose a word or phrase from the box below. You do not need all the words.

- 1 abroad
- 2 benefits
- 3 disturbing
- 4 going to
- 5 make better
- 6 useful
- 7 workplaces

advantages	attending	disrupting	distance learning
enrich	globalisation	lifelong learning	offices
overseas	valuable	westernisation	

The words you don't need are examples of the type of words which are likely to be the same in both the question and the text.

IDENTIFYING THE MAIN IDEA

06 Which FOUR sentences represent the main ideas of the passage?

- 1 There are both advantages and disadvantages to the globalisation of education.
- 2 Many people study after retirement.
- 3 It is important that globalisation should not be westernisation.
- 4 Universities have had to become more business-focused.
- 5 University fees rose dramatically in the UK in 2012.
- 6 Many poorer people in developing countries do not benefit from globalisation.
- 7 Most lecturers work part-time.

Where in the paragraph can the main ideas be found?

- Sometimes the words in the text are the **same** as the key words in the question, for example the technical term 'blended learning'.
- Sometimes the words in the text are **different** to the key words, but they mean something similar.
- When you are looking for the key words in the text, it is important to look for words, or groups of words, that **mean the same**. We call these 'paraphrases'.

Questions often relate to the main ideas of the passage. It is therefore important that you are able to identify them.

TIP

06 Read the first paragraph and the first sentence of every other paragraph, as this is where the main ideas can usually be found.

MULTIPLE-CHOICE QUESTIONS: ANOTHER WAY TO DO THEM

07 Write your own answers to these questions.

- 1 Who benefits from globalised education in developing countries?
- 2 What is the meaning of 'westernisation'?
- 3 How has the focus of educational institutions changed?

Look at the options and find the one closest to your answer.

- 1 Who benefits from globalised education in developing countries?
A almost everyone in those countries
B mainly well-off people in big towns
C only those in developed countries
D only those who own a computer
- 2 What is the meaning of 'westernisation'?
A learning only about the West
B learning local knowledge
C not learning about culture
D treating culture with respect
- 3 How has the focus of educational institutions changed?
A They have become poor value for money.
B Staff are not committed to their students.
C They are focused on attracting students.
D They only want foreign students.

Then read the passage again and answer the questions. Was it helpful to try to answer the question yourself first?

GRAMMAR FOCUS: THE PRESENT PERFECT

08 Look at this example of the present perfect from the first sentence of the passage:

Globalisation has affected most aspects of our lives.

Did this happen in the past or present? – *It began in the past.*

Does it have results in the present? – *Yes. We are still affected by globalisation.*

- 1 Look at these present perfect sentences from the passage. Do they relate to both the past and the present? How?
 - a Different countries have benefitted from the globalisation of education in different ways.
 - b Many people in rural areas have not even had a primary education.
 - c Educational institutions have changed their focus due to globalisation.
- 2 Which of these tenses is used most in the passage?
 - a simple past
 - b simple present
 - c present continuous
- 3 Choose the best reason for this choice of tense.
 - a The situation affects people now.
 - b Most of the changes happened in the past.
 - c It is a constantly changing situation.

There is another way to do multiple-choice questions.

- Identify the key words (the most important words) in the question.
- Find the part of the passage that gives the answer.
- Try to answer the question yourself.
- Look at the options and find the one that matches your answer.



EXAM SKILLS

09 Read the text on work-based learning and answer the questions that follow.

EDUCATION AND THE WORKPLACE IN THE UK

A There has been a trend towards creating a closer connection between education/training and the workplace. This is because many employers felt that school leavers were not prepared well enough and didn't have the skills they would need to do well at work. Having a close relationship between training and work is not new: apprenticeships were a common way of learning in the past. Young people learnt by working with an expert, but this was most common in trades such as builders or electricians. The trend now is for a closer connection between education and the workplace at all levels and in many different types of job.

B In 1944, the UK government created a new system of education. Education was divided into three parts. Children who passed an exam at 11 went to grammar schools. Pupils who didn't do well in the exam went to 'secondary modern' schools or technical schools. At technical schools they studied work-based subjects. In practice, however, only 0.5% of pupils went to technical schools, and this system divided students at a very young age into academic and non-academic. The system did not produce good results, and changed to a more equal system in the 1970s.

C In the 1980s the British government introduced NVQs or National Vocational Qualifications so that young people could get certificates to show their practical skills. It helps employers understand what workers can do. In 1994, the government started a programme which aimed to provide 'quality training on a work-based (educational) route'. These 'modern apprenticeships' are available at three different levels.

- Read (skim) the text very quickly so you understand what it is about.
- Read the main part of the questions and find the key words (the words that will help you find the answer in the passage).
- Find the key words or words that mean the same in the passage.
- Try to answer the question without looking at the options A-D.
- Find the option, A, B, C or D, that matches your answer.
- Check that the other options are incorrect.



D At the higher levels of education, too, there has been more emphasis on work-based learning, which links academic study closely to practical experience. At degree level, companies have linked with universities to create specialised qualifications, such as the BA in Distribution run between Middlesex University and Asda Supermarket. Such partnerships also exist at Masters and even doctorate level.

E The development of technology has helped work-based learning to develop. Blended learning means part of the course can be delivered online, so people don't have to miss work to go to classes. Older or recently retired employees have been given the opportunity to develop new skills as tutors, mentors and coaches for the work-based part of these courses. This kind of work-based training was common in fields such as nursing and teaching, but has now spread to careers which were traditionally not closely linked to education.

F There are some challenges involved in work-based learning. Some lecturers might find it difficult to teach students with a lot of work experience. It may also be difficult to find teachers who can teach in different places and at different times. However, it is a positive trend as there are more ways to learn and people can study at different stages of their lives.

1 Apprenticeships

- A are a new way of learning.
- B were common in the past.
- C only existed in the past.
- D did not help people do well at work.

2 The education system introduced in 1944

- A only affected 0.5% of students.
- B taught only technical subjects.
- C was not a great success.
- D was for academically gifted students.

3 Blended learning

- A mainly benefits older or retired people.
- B involves mainly face to face classes.
- C is mainly for teaching and nursing.
- D is convenient for working people.

4 The challenges of work-based learning include

- A practical issues like when classes are held.
- B students who are not very experienced.
- C finding acceptable types of learning.
- D older people can't use computers well.



UNIT / 03: EDUCATION AND EMPLOYMENT

WRITING

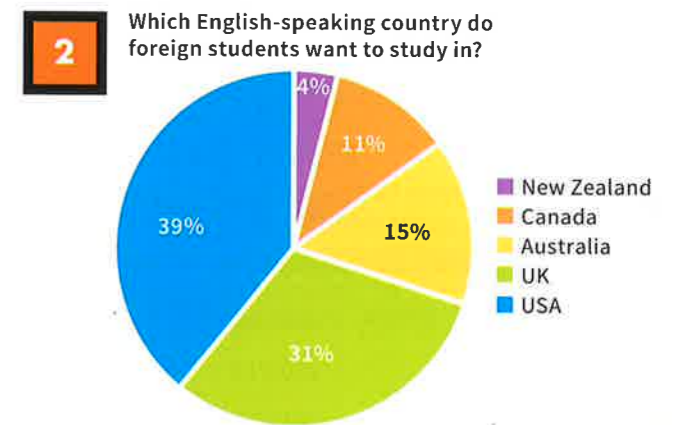
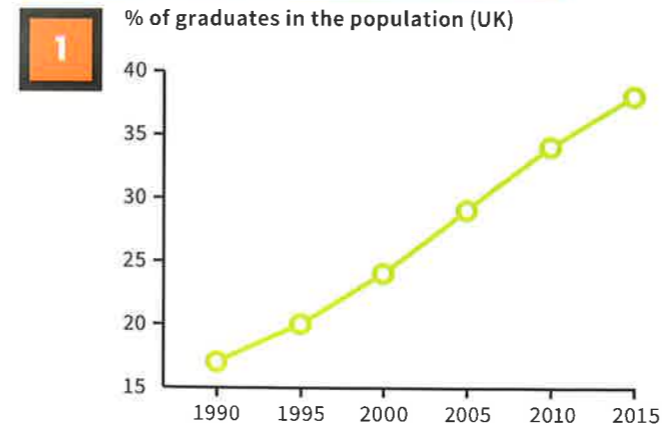
IN THIS UNIT YOU WILL LEARN HOW TO

- describe different types of data
- describe changes in numbers
- use prepositions with numbers.

LEAD-IN

01 Match the diagrams with their names in the box. Which of them describe changes to numbers over time?

table bar chart pie chart line graph



3 Participation of 18-year-olds in education and training, 2014



4 New entrants to primary teacher training programmes 2007 - present

2007/08	16,540
2009/10	15,500
2011/12	17,630
2013/14	18,360
2015/16	20,480
This year	19,213

DESCRIBING CHANGES IN NUMBERS

02 Put the words into the correct column. Are they verbs (V), nouns (N) or both?

decline decrease drop fall growth increase rise

↑	↓

03 Write the past simple and past participle forms of the verbs.

infinitive	past simple	past participle
fall		
increase		
drop		
decrease		
decline		
rise		
grow		

04 Use the correct verb or noun form of one of the words from above to complete the sentences about the table.

New entrants to primary teacher training programmes 2007 – present

2007/08	16,540
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This year	19,213

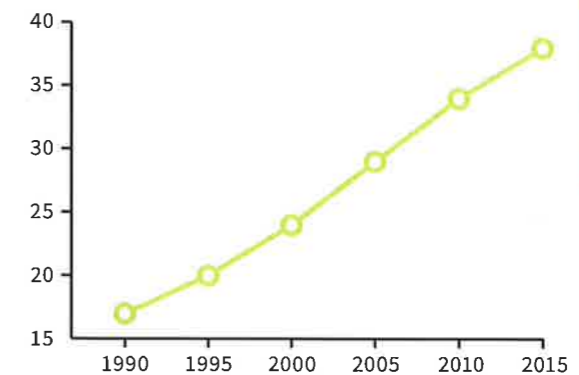
- The number of new entrants to primary teaching _____ during the period between 2009/10 to 2011/12.
- There was a _____ from 2007/08 to 2009/10.
- There was a steady _____ in numbers from 2009/10 to 2015/16.
- The numbers _____ again this year.

GRAPHS AND BAR CHARTS

05 Which is the better description of the line graph: A or B? Why?

- A The graph shows the percentage of graduates in the UK population between 1990 and 2015. In 1990 17% of the population of the UK were graduates. This rose to 20% in 1995 and 24% in 2000. In 2005, it went up to 29%, in 2010 to 34% and up to 38% in 2015.
- B The graph shows an upward trend in the % of graduates in the population between 1990 and 2015. The percentage rose gradually throughout the period. It increased by about 3 to 5% every five years, for example between 1990 and 1995 it increased from 17 to 20%.

% of graduates in the population (UK)



TIP 05

Select information that is important – don't include everything. You must include some data to support your description.

06 Read sentences 1–9 about the bar chart, and answer the questions.

- Which TWO sentences should NOT be included?
 - Which of the other sentences include the most important information about the bar chart, do you think?
- There were about 330,000 18-year-olds in full-time education.
 - Work-based learning is really useful for young people.
 - 60,000 were in employer-funded training.
 - Around 70,000 of the age group were involved in work-based learning.
 - Only about 50,000 were in the 'other education and training' category.
 - There were three times more 18-year-olds in full-time education than in employment.
 - The situation is very different in my country.
 - About 90,000 were not in employment, education or training.
 - More 18-year-olds were in employment than not in employment, education or training.

Participation of 18-year-olds in education and training, 2014



07 Complete the sentences with a preposition from the box.

between in from of to by

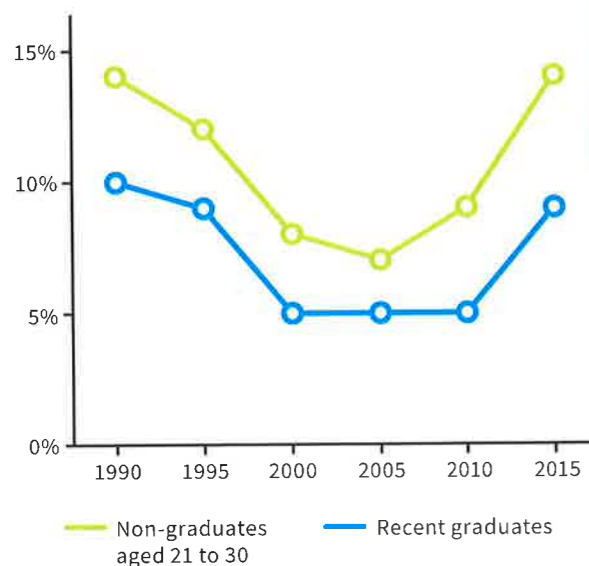
- 17% _____ the population are graduates.
- The number _____ graduates went up.
- It rose _____ 21% _____ 29%.
- It increased _____ about 4%.
- _____ 1992 and 1996 there was an increase.
- There was a rise _____ graduate numbers during the 1990s.

STUDYING A MODEL ANSWER

08 Read the model answer and find:

- 1 the introductory sentence
- 2 the overview
- 3 a description of data
- 4 some data to support the descriptions
- 5 past simple verb forms
- 6 a present perfect verb form

The chart below shows the percentage of unemployed recent graduates and young non-graduates aged 21 to 30 between 1990 and 2015.



Why is the past simple used more than the present perfect?

MODEL ANSWER

The line graph shows the number of unemployed recent graduates and non-graduates in the population of 21 to 30-year-olds in the years between 1990 and 2015. Overall, the numbers have not changed much: we can see a fall, followed by a rise, in both groups. The non-graduates are a larger number than the recent graduates at all points.

Between 1990 and 2000 there was a decrease in the number of unemployed recent graduates and non-graduates. The fall was small from 1990 to 1995, but greater between 1995 and 2000. There was a small change in the middle period. The number of non-graduates dropped and then grew during that period. Over the five years from 2010 to 2015, the numbers of both non-graduates and recent graduates returned almost to their 1990 figures of 14% and 10%.

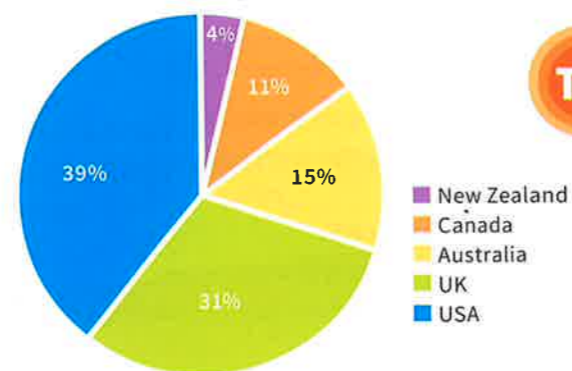
Overall, it is clear that having a degree is helpful in finding employment as more non-graduates than recent graduates are out of work.

DESCRIBING A PIE CHART

09 Which country matches these phrases?

- 1 over a third
- 2 a little under a third
- 3 the lowest number of students
- 4 about 1 in 10
- 5 just under a sixth
- 6 the most popular country
- 7 the country in second place
- 8 the least popular country

Which English-speaking country do foreign students want to study in?



A pie chart is used to show percentage or proportion.

TIP 09

In your descriptions, include phrases like these, as well as the actual numbers.

EXAM SKILLS

10 Look at the Writing Part 1 task below. Before you start writing, answer these questions about the graph.

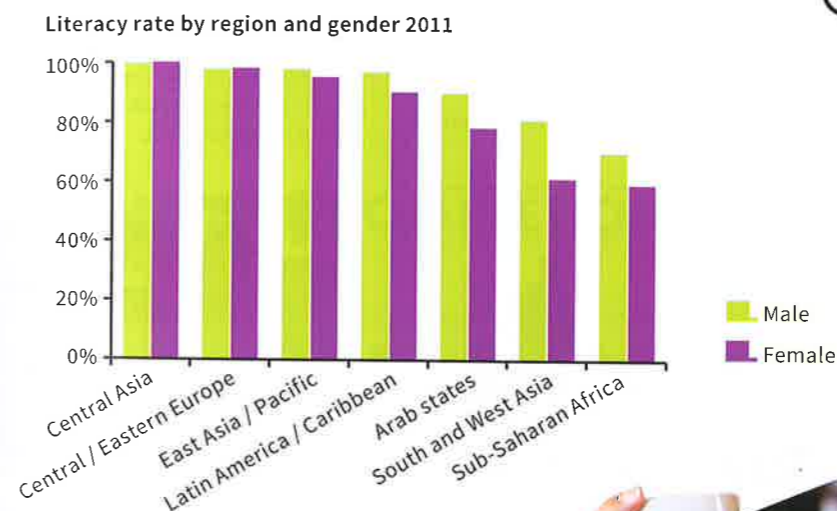
- 1 What are the two groups in green and purple?
- 2 What do the vertical \updownarrow and horizontal \leftrightarrow axes show?
- 3 Which two regions had the highest literacy rates?
- 4 How many regions show different literacy rates for men and women?
- 5 Which region shows the biggest difference between men and women?
- 6 What are the male and female literacy rates in the least literate region?
- 7 What is the percentage difference between the most and least literate areas?

You should spend about 20 minutes on this task.

The bar chart shows the literacy rate (% of people who can read and write) by region and gender in 2011.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



GO FURTHER ONLINE

11 Write your answer.

Remember to:

- include introductory and concluding sentences and an overview
- use expressions with prepositions
- use the past simple tense.

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify key words in sentence completion tasks
- use strategies to help you answer sentence completion tasks
- follow a conversation
- recognise synonyms and paraphrase.



LEAD-IN

01 Pictures A–G show different areas of work or study. Match the pictures with the words in the box.

hotel and catering construction health sports and leisure
information technology art and design retail



In the Listening test you may hear people talking about their area of work or studies. And in the Speaking test you may have to talk about your job or your course. It is important to understand and use words related to these topics to help you do this.

02 Look at the words in the box. Do they describe a job or a type of course? Put J for 'job' or C for 'course' next to each word. The first one has been done for you.

architect J chef _____ building engineering _____ badminton coach _____
computing _____ doctor _____ fitness training _____ food technology _____
graphic designer _____ medicine _____ shop management _____ store assistant _____
web designer _____ textiles _____

03 Complete the table. Use the words in exercise 2. There are two examples to help you.

Job	Area of work or study	Course
1 graphic designer	art and design	
2	construction	building engineering
3	health	
4	hotel and catering	
5	information technology	
6	retail	
7	sports and leisure	

04 Identify the TWO correct endings for each sentence.

- I've done a course in **computing** / badminton coach / food technology.
- My sister has worked on a cruise ship as a **chef** / medicine / doctor.
- Our son had a job as a(n) architect / store assistant / **building engineering**.
- He's very keen on **web designer** / fitness training / textiles.

05 Listen to two short conversations. Are the speakers talking about a job or a course? Put J for 'job' or C for 'course'.

Conversation 1 _____ Conversation 2 _____

TIP 04

It is important to listen carefully to the ending of words. For example, words ending in *-ology* and *-tion* can be used to talk about different areas of work or study. Words that end in *-er* may refer to people and jobs.

SENTENCE COMPLETION

06 Read the sentences carefully. Underline the key words before and after each gap.

- Anna has got a job as a _____.
- She has recently completed a course in _____.
- The new name of the department which sells computers and phones is _____.
- The Food Photography course takes place on the _____ September.
- There is a total of _____ places available on the course.

07 Match questions 1–5 in exercise 6 with the type of information you need to listen for, given below. The first one has been done for you.

an area of study _____ a name of a place _____
a type of job 1 a date _____
a number only _____

08 Listen again to Anna talking to the store manager and complete the sentences. Write NO MORE THAN TWO WORDS for each answer.

- Anna has got a job as a _____.
- She has recently completed a course in _____.
- The new name of the department which sells computers and phones is _____.

TIP 07

It is important to think about what *type of word* will go into each gap. This helps you to be ready to hear it during the conversation.

TIP 06

It is useful to underline the key words in the sentence before you listen to the recording. Doing this will help you decide what kind of information you need to listen for.



09 Choose the correct grammatical answer. Why are the other answers incorrect?

- 1 Anna has got a job as a **assistant / store assistant**.
- 2 She has recently completed a course in **informations technology / information technology**.
- 3 The new name of the department which sells computers and phones is **Moving Image / Moving Images / The Moving Images**.

TIP 09

Take care with singular and plural forms when you write your answers. If you use the wrong form, your answer will be wrong.

10 Listen to the student and the receptionist again and complete the sentences. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

- 1 The course takes place on the _____ September.
- 2 There are a total of _____ places available on the course.

TIP 10

Pay attention to the number of words you need to write. **NO MORE THAN ONE WORD AND/OR A NUMBER** means that if you write **two** words or more, your answer will be wrong. But you can write one word and a number. Check to make sure that you have not written 'extra' words that are already in the sentence.

11 Look at the question below and read the answers that different candidates wrote. Which answers are correct? Why are the other answers incorrect?

Complete the sentence below. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for your answer.

The course takes place on the _____ September.

Candidates' answers

19 19th the 19 nineteenth of 19th of September 19 Sept

TIP 11

You can write numbers in figures or in words. It is a good idea to write them in figures as it takes less time and you will not make any spelling mistakes.



The questions always follow the order of the information you hear in the conversation. This means that you will hear the answer to question 1 before you hear the answer to question 2.

FOLLOWING A CONVERSATION

12 Read the questions carefully. Then put the topics below in the order they will be mentioned in the conversation. The first one has been done for you.

Complete the sentences below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 1 The title of the course the speaker wants to do is _____.
- 2 The course starts at _____.
- 3 It lasts for a period of _____ hours in total.
- 4 The course aims to teach people how to use different _____.
- 5 Part of the course is held at a nearby _____.
- 6 The total cost of the course is _____.

- a the price of the course _____
- b the location of the course _____
- c the name of the course 1
- d the starting time of the course _____
- e the purpose of the course _____
- f the duration of the course _____



LISTENING FOR SYNONYMS AND PARAPHRASE



The speakers you hear often use different words to those in the questions. You may hear a synonym or paraphrase (a word or words with a similar meaning). Before you listen, try to identify key words and phrases in the sentences and think about possible synonyms for each one.

13 Match the words and phrases 1-9 with their synonyms a-i.

- | | |
|---------------|--------------|
| 1 price | a place |
| 2 name | b finishes |
| 3 duration | c reason for |
| 4 starts | d is held |
| 5 takes place | e begins |
| 6 purpose | f length |
| 7 ends | g hands-on |
| 8 location | h cost |
| 9 practical | i title |

EXAM SKILLS

14 Listen to the rest of the conversation between the student and the receptionist and complete the sentences. Ignore the highlighted words for now. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 1 The **title** of the course the student wants to do is _____.
- 2 The course **starts** at _____ a.m.
- 3 It **lasts** for a period of _____ hours in total.
- 4 The course aims to **teach** people how to use **different** _____.
- 5 **Part** of the course is held at a **nearby** _____.
- 6 The **total cost** of the course is _____.

15 Match the highlighted words in exercise 14 with the words and phrases used on the recording.

- | | | | |
|--------|----------|---------|-------------|
| begins | full fee | goes on | it's called |
| local | some | train | a range of |

16 Read your answers to the sentence completion task carefully and then answer the questions in the checklist below.

- Have you answered ALL the questions?
- Have you written the correct number of words in each sentence?
- Have you written numbers as figures to save time?
- Have you checked your spelling?
- Have you checked whether your answer should be in the singular or plural form?

Now check your answers.



GO FURTHER ONLINE

SPEAKING

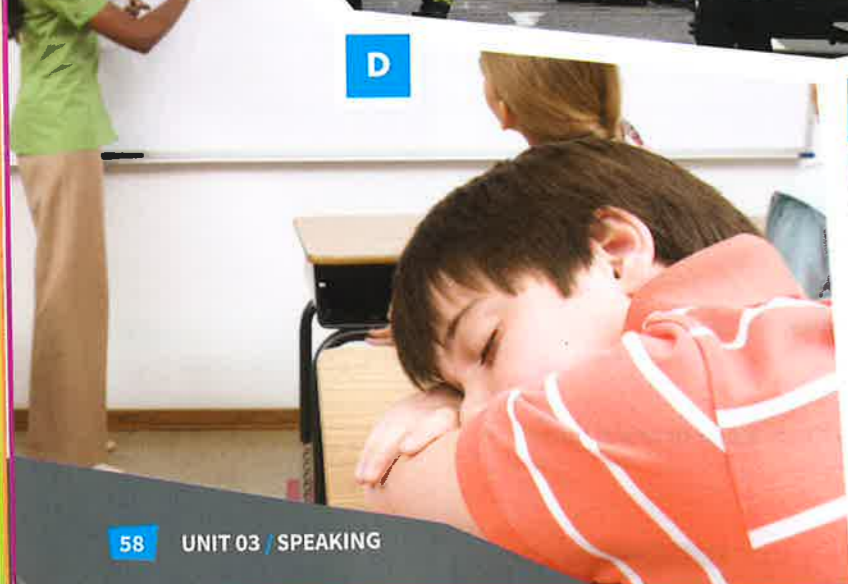
IN THIS UNIT YOU WILL LEARN HOW TO

- answer simple questions about your work and studies (Speaking Part 1)
- use some strategies to prepare for a talk (Speaking Part 2)
- introduce your talk (Speaking Part 2)
- pronounce words beginning with two consonants.

LEAD-IN

01 Match photographs A–G with the areas of work and study in the box.

emergency services farming entertainment education
 science (research and development) travel and transport tourism



ADJECTIVES TO DESCRIBE FEELINGS AND EXPERIENCES

02 Look at the words in the box. Which words have a negative meaning?

tired boring embarrassed challenging fascinated
 great thrilled not very exciting interesting amazed

03 Read the words in exercise 2 again. Which words can you use to describe your feelings? Which words can you use to describe the experience of doing the things in the photographs? Put F for 'feelings' or E for 'experience' next to each word.

Which ONE word can be used to describe both your feelings and the experience?

04 Complete the table. There is an example to help you.

I feel / I felt ...	It is / It was
amazed	amazing
	thrilling
	boring
	challenging
fascinated	
not very excited	tiring
	embarrassing
interested	
great	

05 Choose the correct word in each sentence.

- 1 I've got a place on the course! I'm **thrilled** / **thrilling**!
- 2 It's a very **interested** / **interesting** job – I'm learning a lot.
- 3 I had to give a presentation in front of my colleagues. I felt really **embarrassing** / **embarrassed**.
- 4 She gets **boring** / **bored** easily, so she's changed jobs twice.
- 5 He works long hours and late nights and weekends in order to pay for his daughter's university course. It must be very **tired** / **tiring** for him.
- 6 She's got an **amazing** / **amazed** job. She's a journalist and she's interviewed lots of famous people.

06 Look at photographs A–D and answer the questions.

- Which of these jobs or activities have you done before?
- How did you feel about it?
- Which have you not done yet? Would like to try them? Why?



SPEAKING TEST – PART 1

0 The examiner will ask you some simple questions about your work or your studies. It is important to try to give full answers to the questions and to say what you feel about your job or course of study. Look at the examples of Part 1 questions.

- What do you do? Do you work or are you a student?
- Are you enjoying it?
- Would you like to learn anything new in the future?
- Is there a job you would really like to do in the future?

07 Listen to a recording of Part 1 of the Speaking test. Match the speaker, Nina, with the correct photograph A–D above. Does she work or is she a student?

08 Listen again and number the following in the order Nina talks about them.

- What job she would like to do in the future
- How many hours a week she studies/works
- What she does
- What she would like to learn in the future
- What she thinks about her studies/work
- Where she studies/works

TIP 07

It is very important not to simply answer a question with 'Yes' or 'No'. Try to use your imagination and invent some ideas. Remember that the examiner is testing your ability to speak English, not your views or general knowledge. For example, if there isn't a job you would really like to do in future, don't just say 'No'. Think of any job you could talk about.

09 Use the headings in exercise 8 to talk about Anna.

10 Make notes using the headings in exercise 8 to speak about what you do. You may wish to use a dictionary to help you do this.

11 Use your notes to tell your partner about what you do. Ask each other questions.

- What do you do? Do you work or are you a student?
- Are you enjoying it?
- Would you like to learn anything new in the future?
- Is there a job you would really like to do in the future?

PRONUNCIATION: WORDS BEGINNING WITH TWO CONSONANTS

12 Listen and practise the sounds at the beginning of the words in bold.

- a student – I'm a student.
- a scarf – a beautiful scarf
- I've just made a beautiful scarf.
- plastic – It's made out of plastic.
- ate – rate – great
- It's great – I think it's great.
- It looks very strange, but I think it's great!
- great close-up shots
- I've learnt how to take some great close-up shots!

SPEAKING TEST – PART 2

0 In Part 2 of the Speaking test, you prepare and talk about a simple topic.

The topic will be based on your own experience. This means that you should find it familiar and easy to talk about.

You have one minute to prepare your topic.

You must talk for about two minutes.

Part 2 tests your ability to organise your ideas and speak fluently.

13 Read the information about Part 2 and then look at the following topic areas. Which THREE do you think are Part 2 topic areas?

- 1 Talk about how the education system in your country has changed.
- 2 Talk about a time when you learnt something new.
- 3 Talk about your very first day at school.
- 4 Talk about your ideal place to study.
- 5 Talk about how people normally travel to work in your city.
- 6 Talk about the kind of jobs that people do in your home town.

14 Look at the information about what happens in Part 2 of the Speaking test. Can you put the stages A–F in the correct order?

- A You talk about the topic in the task, including all four points on the card.
- B You stop talking when the examiner tells you to.
- C You read a card with a task on it.
- D You make notes on each of the separate parts of the task.
- E The examiner says, 'Here is your topic card. You now have one minute to prepare your talk.'
- F The examiner asks you some questions about your talk.

15 Look at the example of a Part 2 card. Highlight or underline the key words in each instruction. The first one has been done for you.

Describe a time when you learnt something new.

You should say:

- what you learnt
- how you learnt it
- what the result was

and explain how you felt about learning something new.

TIP 15

There are always FOUR instructions on the card, which tell you what you need to talk about. It is therefore important to identify the key words in each instruction. It is important to try to talk about all four points on the card.

16 Before you start your talk, the examiner will give you some paper to make notes on. You need to make sure your notes cover all the points on the card.

Match the key words with the candidate's notes.

- | | |
|-------------|------------------------------|
| What? | thrilled and proud of myself |
| How? | learnt to fly a small plane |
| Result? | had lessons at a flying club |
| How I felt? | got my pilot's licence |

INTRODUCING YOUR TALK

It is important that you introduce your talk. Here are some suggestions of ways you can begin.

- I'm going to talk about *a time when I learnt something new*.
- I'd like to tell you about ...
- I want to talk about ...

17 Practise introducing the following talks. Say one sentence for each.

- Describe a time when you learnt something new.
- Describe your very first day at school.
- Describe your ideal place to study.

TIP 17

It is a good idea to introduce your talk clearly and slowly. Doing this gives you time to think about what you are going to say next.

18 Look at the topic card with some student's notes on it. Complete the student's notes by adding notes a–d to the correct part of the card.

Describe a time when you learnt something new.

You should say:

- what you learnt learnt to ski; 1 _____
- how you learnt it 2 _____, had great instructor!
- what the result was 3 _____, got a silver cup!

and explain how you felt about learning something new. proud; 4 _____

- a was in a group
- b really thrilled
- c won a competition
- d love snow and being active!

Now listen to Nina giving her talk and check your answers.

19 Make your own notes for the topic card in exercise 18. Use the key words to help you.

20 Practise your talk. Try to speak for two minutes.

TIP 18

The points on the topic card often begin with *How* or *Wh*-question words such as *why*, *who*, *when*, *what* or *which*. These points are given to help you.

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