

Vocabulary

A

Describing character

I can describe people's character.

1 Complete the table.

Noun	Adjective
1 ambition	
2	cheerful
3 creativity	
4	enthusiastic
5 flexibility	
6	generous
7 honesty	
8	idealistic
9 intelligence	
10	loyal
11 maturity	
12	modest
13 optimism	
14	patient
15 pessimism	
16	punctual
17 realism	
18	self-confident
19 seriousness	
20	shy
21 sociability	
22	stubborn
23 sympathy	
24	thoughtful

2 Complete the phrases for describing personal qualities with the words below.

common communicating courage energy
initiative lack sense skills

- have a good _____ of humour
- have lots of / no _____ sense
- have good organisational _____
- _____ self-confidence
- have physical _____
- be good at _____
- show lots of _____
- have lots of _____

3 Complete the sentences with adjectives and phrases from exercises 1 and 2.

- Sue is very _____. She always thinks things will get worse.
- Harry loves telling jokes. He has _____.
- Try to be _____. It isn't good to be late.
- She always tells the truth. She's very _____.
- She's always telling everyone how clever she is. She isn't very _____.
- He loves being with other people. He's the most _____ person I know!
- She loves dangerous sports. She has great _____.
- I can talk to her about my problems. She always listens. She's very _____.
- He always knows what to do. You don't need to tell him. He _____.

4 1.26 Listen to three people describing a friend or family member. Choose two adjectives below that best describe the people. There are two extra adjectives.

ambitious cheerful generous intelligent
optimistic patient punctual serious

- _____ and _____
- _____ and _____
- _____ and _____

5 1.26 Listen again. Match the descriptions 1–3 with sentences A–D. There is one extra sentence.

This person:

- A shows lots of initiative in planning his / her future. ☐
- B lacks confidence in social situations. ☐
- C has the opposite personality to the speaker. ☐
- D likes to pass on knowledge to others. ☐

6 Write a short text describing someone you know. Give examples that show their personality.

My brother is very creative. He's really good at drawing and painting. He's also a bit ...

Defining relative clauses

I can use defining relative clauses.

1 Complete the sentences with *who*, *which*, *where*, or *whose*.

- That's the hospital _____ my dad works.
- He is someone _____ face is familiar, but I can't remember his name.
- Do you know a shop _____ I can buy printer paper?
- The essay _____ Tom wrote got top marks.
- The boy _____ sits next to me in class is from Warsaw.
- I know a girl _____ plays tennis six times a week.

2 Circle the correct relative pronouns. If both answers are correct, circle both.

Amelia Humfress is a young entrepreneur ¹**who** / **which** has just turned 24, and ²**whose** / **who** aim is to make her company, Steer, the best in the world for teaching people how to make their own websites. The courses ³**which** / **that** she offers vary from web design to computer coding. The idea for the company came to her when she was looking for a course ⁴**where** / **which** she could learn about web design. It was a plan ⁵**that** / **which** grew slowly, and at first she lacked the confidence to start the company. But she found an office ⁶**where** / **that** she could start the business, and the business grew quickly. She thinks that more young people should set up their own businesses and that it's often a lack of confidence ⁷**that** / **who** holds them back.

3 Some of the sentences are incorrect. Rewrite them correctly. Tick the correct sentences.

- A computer is a machine that can perform calculations. ☐
- This is the town where I was born there. ☐
- That's the woman who she dropped her handbag. ☐
- The cheese which I bought smell really bad. ☐
- That's the boy who his dad is a newsagent. ☐
- Where's the book which I left it on the table? ☐

4 Join the two sentences with a relative pronoun (*who*, *which*, *where*, or *whose*).

- I've lost the DVD. You gave it to me.
I've lost the DVD which you gave me.
- Jo has an expensive car. She keeps it in the garage.

- Who's that man? He's looking at us.

- I opened the cupboard. We keep the glasses there.

- That's the girl. I saw you with her.

- Who is the boy? You copied his homework.

- Website designer is a job. It attracts young people.

5 Complete questions 1–8 with clauses a–h. Add a relative pronoun only where necessary.

- Is this the phone *you used to text me*?
 - What's the name of the hotel _____
 - Is Jake the boy _____
 - This is the jacket _____
 - Do you like people _____
 - Can you fetch the DVD _____
 - Is that the woman _____
 - Is that the café _____
- a I wore to Beth's party.
b show lots of initiative?
c *you used to text me*?
d you introduced me to a few days ago?
e husband works in France?
f is on the shelf in the living room?
g we stayed last summer?
h you met Sam?

Margaret Fuller

I can listen for linking words and phrases.

Listening Strategy

When you listen to a more formal text, pay attention to linking words and phrases. These tell you how the pieces of information are connected: a contrast, a result, an example, emphasis, etc.



- 1 Read the Listening Strategy. Then complete the table with the headings below.

contrast emphasis example result

1	2
indeed in fact	however mind you though
3	4
as a result consequently for that reason	for example for instance

- 2 Choose the correct linking word or phrase in the sentences.

- She worked hard at school. **Consequently**, / **Mind you**, she did well in her exams.
- The town has excellent leisure facilities. **For instance**, / **However**, there is a new sports centre.
- The journey had been long and tiring. **For example**, / **For that reason**, they decided to get an early night.
- The weather was extremely cold. **Indeed**, / **However**, it reached -12°C one night.
- Ellie spent all afternoon at the beach. **As a result**, / **Mind you**, she got slightly sunburned.
- The house is in a terrible condition – **in fact**, / **though** it would be impossible to live there.

- 3 Match sentences 1–6 with endings a–h. Use the linking words to help you. There are two extra endings.

- She stayed up all night doing her homework.
As a result, she ☐
 - He tried very hard to contact his parents. For instance, he ☐
 - They climbed the mountain in one day, though it ☐
 - She really disliked the film. In fact, she ☐
 - He applied for about twenty jobs. However, he ☐
 - He decided he wanted to be a journalist. Consequently, he ☐
- a eventually managed to get in touch.
b needed more time.
c phoned and emailed them.
d sent his CV to all the national newspapers.
e left before the end.
f overslept and was late for school.
g was difficult and exhausting.
h only got two or three interviews.

- 4 You are going to listen to a radio interview about Margaret Fuller. First, read the sentences and circle the correct endings.

- Margaret was an excellent student. In fact,
a by the age of six, she was translating Latin poetry into English.
b she always found Latin particularly difficult.
- Boys often learned Latin, but girls learned different things: for instance,
a girls usually started school at a later age.
b how to behave in public.
- She taught herself several languages and read great literature from around the world. Indeed,
a novels from Germany, France and Italy.
b many people considered her the best-educated person on the East Coast.
- At that time, there were certain jobs which people thought of as suitable for women: for example,
a being a teacher.
b Margaret was not interested in these jobs.
- Some of the reviews she wrote were very negative. As a result,
a she was not always popular with novelists and poets of her time.
b she praised good writing when she came across it.
- She definitely tried to make the world a better place. Mind you,
a she particularly wanted to help people who couldn't help themselves.
b during her lifetime, she was actually best known for being bad-tempered!

- 5 1.27 Now listen to the interview. Check your answers to exercise 5.

- 6 1.27 Listen again. Are the sentences true (T) or false (F)?

- Margaret Fuller was educated both at home and at school. ☐
- In those days, most girls were expected to read great works of literature. ☐
- She worked as a teacher before she became a journalist. ☐
- She didn't become editor of the *New York Tribune* because she was a woman. ☐
- She reviewed novels and poetry for the *New York Tribune*. ☐
- As a journalist, she took an interest in groups of people whose lives were difficult. ☐

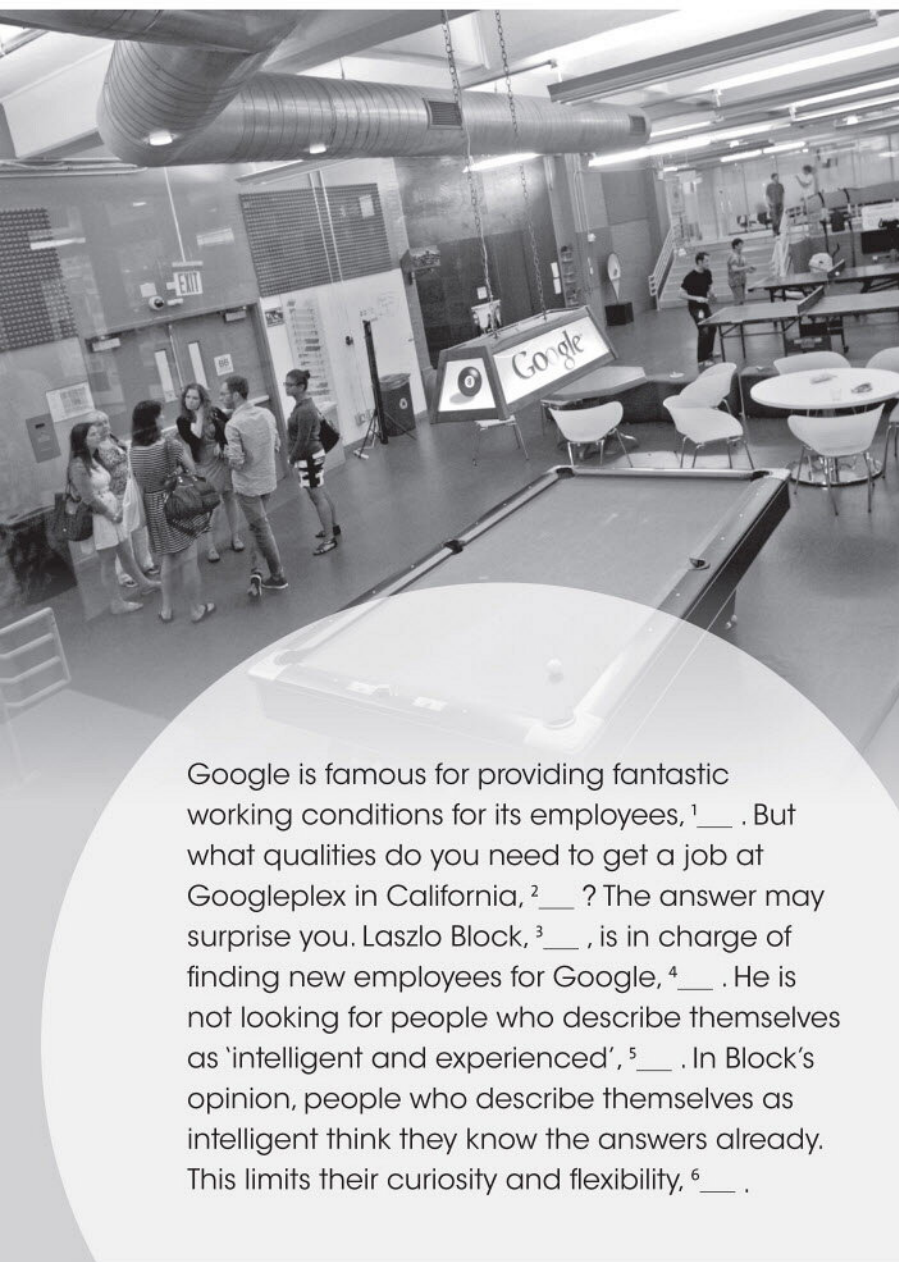
Non-defining relative clauses

I can use non-defining relative clauses.

- 1 Complete the sentences with the relative pronouns below.
where which who whose

- The company's US offices are in Seattle, _____ is near the border with Canada.
- I've applied for a job at the BBC, _____ my mum used to work.
- At the job interview, she met Jack White, _____ father started the company.
- The company has three hundred employees, _____ work in three different offices.

- 2 Complete the text with the relative clauses (a–f).



Google is famous for providing fantastic working conditions for its employees, ¹ _____. But what qualities do you need to get a job at Googleplex in California, ² _____? The answer may surprise you. Laszlo Block, ³ _____, is in charge of finding new employees for Google, ⁴ _____. He is not looking for people who describe themselves as 'intelligent and experienced', ⁵ _____. In Block's opinion, people who describe themselves as intelligent think they know the answers already. This limits their curiosity and flexibility, ⁶ _____.

- which are two qualities that most other companies value highly
- where the company has its main headquarters
- which receives around 2.5 million CVs every year
- who enjoy free leisure facilities (gyms, swimming pools, video games, etc.) and free meals
- which makes them unsuitable for a company like Google
- whose job title is 'senior vice-president for people operations'

- 3 Four of these sentences contain mistakes. Underline and correct the mistakes. Tick the two correct sentences.

- For twenty years, I worked in New York, where is a really exciting city. _____ ☐
- At the age of nineteen, she published her first novel, that won several awards. _____ ☐
- At the party, I met Luke's wife, who's the CEO of a large cosmetics company. _____ ☐
- After my degree, I did a professional qualification, which lasted two years. _____ ☐
- The company's head office is in Tokyo, which house prices are extremely high. _____ ☐
- On my first day, I became friends with a girl called Ava, who's desk was next to mine. _____ ☐

- 4 Rewrite the sentences as one sentence with a non-defining relative clause. Sometimes there are two possible answers.

- My uncle worked on a farm. He lived in Italy.
My uncle, who lived in Italy, worked on a farm. OR
My uncle, who worked on a farm, lived in Italy.
- The car factory is closing down. Three hundred local people work there.

- He was very nervous during his first interview. It was at *The Times* newspaper.

- My next door neighbour works as a gardener. She's a qualified doctor.

- She had prepared well for the job interview. It lasted nearly two hours.

- Our French teacher wants to move to France and open a hotel. Her husband is from Paris.

- My cousin did a second degree in computer science. Her first degree was in maths.

- I wrote an application letter. I forgot to post it.

Phrasal verbs (2)

I can use separable and inseparable phrasal verbs correctly.

- 1 Complete the text with the correct form of the phrasal verbs below.

come across come up with look up look up to
run out of throw away turn into work out



In Kelvin Doe's home in Sierra Leone, there is no reliable supply of electricity. So when Kelvin, at the age of ten, ¹ _____ the idea of starting up his own radio station, few people took him seriously. But Kelvin began by making his own battery. He used things which people had ² _____, including a piece of metal and an old cup. Amazingly, it worked! But his battery soon ³ _____ power – so he had to build a generator. He searched a rubbish dump until he ⁴ _____ some old DVD players. He took them apart and used the parts. Next, he needed some electronic equipment for his radio station. How could he build that? He couldn't ⁵ _____ it _____ online or in a library, so he ⁶ _____ it _____ for himself. Other children in his town ⁷ _____ him and call him DJ Focus. And his radio station has ⁸ _____ an important local facility. People take their phones there to charge them!

- 2 Complete the sentences with one verb and one or two particles below. You can use the words more than once.

Verbs count hold look take

Particles after down on up

- Can you _____ my cat while I'm away?
- Both girls _____ their aunt; they love art, and so did she.
- I'd like to talk to you before you leave, but I don't want to _____ you _____.
- You shouldn't _____ people just because they are poor.
- I need a reliable assistant, and I know I can _____ you.

- 3 Rewrite the sentences replacing the underlined words with a suitable pronoun (*it, him, her, them*). Remember, pronouns go before the particle if the phrasal verb is separable.

1 He needed a lot of courage to ask out the girl next door.

2 I hope he doesn't bring up those emails when I see him.

3 They called off the match because of the snow.

4 The members are calling for Mr Lewis to resign as their leader.

5 She's going to give up eating chocolate for a year.

6 You should clean up your skates before you sell them.

VOCAB BOOST!

When you learn new phrasal verbs, you need to remember if they are separable or inseparable. You can use *sth* or *sb* to show the position of the object. Put it between the verb and the particle if the phrasal verb is separable; put it at the end if it's inseparable.

to work *sth* out (separable)

to turn into *sth* (inseparable)

- 4 Read the *Vocab boost!* box. Then add the other phrasal verbs in exercise 1 to the table.

Separable	Inseparable
work <i>sth</i> out	turn into <i>sth</i>

- 5 Order the words to complete the sentences. Use the table in exercise 4 to help you.

- Can you buy some more onions? We've (them / out / of / run) _____.
- I can't find my phone. (you / it / if / across / come) _____, tell me.
- If you don't know the meaning of a word, (up / it / should / you / look) _____.
- Listen to this idea. (up / my / came / friend / it / with) _____.
- I can use these paper plates again, (don't / away / so / them / throw) _____.

Out of work

I can understand a text about a young entrepreneur.

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- 1 Complete the sentences with a verb and a preposition below. Use the correct form of the verb.

Verbs appeal arrest complain employ
respond search sit spend work worry

Prepositions about about as at for
for for on to to

- I usually _____ my pocket money
_____ music downloads.
- All I do is _____ my desk all day. I need to get some exercise!
- My dad has his own business, but he used to _____ a big bank.
- Working abroad doesn't really _____ me. I'd prefer to stay in this country.
- I _____ my keys, but I couldn't find them. I wonder where they are.
- I _____ all the comments on my Facebook page. I think it's impolite to ignore them.
- The café manager wants to _____ me _____ a dishwasher, but I want to work as a waiter.
- Don't _____ your exams. I'm sure you'll pass them.
- Yesterday, the police _____ a teenager _____ shoplifting. They questioned him, but have let him go.
- The neighbours always _____ the noise when my little cousins come to stay.

- 2 Read the newspaper article. Are the sentences true (T) or false (F)?

- Omar Bashir is in his twenties. ☐
- He doesn't have a university qualification. ☐
- He finally got a job. ☐

Reading Strategy

When you are doing a gapped-sentence task:

- Fill in the easiest gaps first.
- When you have filled all the gaps, try the extra sentences in each gap again to make sure they don't fit.
- Read the whole text again, checking your answers.

- 3 Read the Reading Strategy. Then match sentences A–F with gaps 1–4 in the text. There are two extra sentences.

- It's important to do something that catches people's attention.
- He thought the job offer was too good to be true.
- He found a place at the top of the stairs at Bank Station in the heart of London's financial district.
- Although the first day had resulted in some interesting conversations, nothing had come of them.
- Omar used to help them at weekends.
- He was offered £5,000 more than his current job.

HOW TO SELL YOURSELF

WOULD YOU STAND OUTSIDE THE LONDON UNDERGROUND LOOKING FOR A JOB? THAT IS PRECISELY WHAT 23-YEAR-OLD OMAR BASHIR DID LAST SUMMER. ¹ HE STAYED THERE FROM 7 A.M. HOLDING UP A BIG SIGN WHICH READ:

2:1 economics graduate with experience
Looking for career opportunities
Could you help me?
Grab my CV here!

Omar had qualified with a good degree in economics from City University, London, and had been working in a basic marketing job for some time. In order to further his career, he had applied for nearly 100 jobs, but without success. He said, 'The graduate job market is extremely competitive and good grades are not good enough. ²

So he took advice from his father, who he greatly admired. His father and uncle used to have market stalls in Petticoat Lane which sold women's clothes and mobile phone accessories. ³ 'I picked up a lot of my selling skills from there,' Omar said. His father told him, 'You can sell anything.' So then Omar decided that the time had come to sell himself.

On the second day, Omar stood outside another underground station, this time Cannon Street, with the same sign. ⁴ Early on the second day, however, he was noticed by the CEO of a top insurance firm, who took his CV. He was called in for an interview that afternoon, and at the end of the day he had a job. David Ross, who gave Omar the interview, said, 'Omar's work ethic, inclusive nature, willingness to learn and humility means that he has fitted straight into the organisation.'



Guided conversation

I can exchange information about jobs.



A Fruit picking



B Fruit packing

- 1 1.28 Listen to a teenage boy enquiring about a job. Complete the information.

Job: A or B? _____

Responsibilities:

1 _____
2 _____

Salary: _____

Hours: _____

Accommodation included? _____

- 2 Complete the Speaking Strategy with the words below.

ask question reminds something speaking thing

Speaking Strategy

Make sure that you refer to all four points in the task. You may need to move the conversation on in order to cover all four topics. Use phrases like:

Moving on to the ¹ _____ of ... ☐
 Another ² _____ I wanted to ask / know is ... ☐
³ _____ else I'd like to talk about is ... ☐
 Could I possibly ⁴ _____ you about ... ? ☐
⁵ _____ of X (if X has been mentioned) ☐
 That ⁶ _____ me, ... (if there is a link with something you want to say or ask) ☐

- 3 1.28 Listen again. Tick the phrases in the Speaking Strategy that the interviewee uses.

- 4 Match 1–5 with a–e to make the start of indirect questions.

- | | |
|--------------------------------------|--------------------------|
| 1 Could you ☐ | a I ask ... |
| 2 I'd be ☐ | b tell me ... |
| 3 I'd like ☐ | c interested to know ... |
| 4 May ☐ | d wondering ... |
| 5 I was ☐ | e to know ... |

- 5 1.29 Listen to a teenage girl enquiring about a job. Complete the information.

Job: ¹ _____

Responsibilities:

² _____
³ _____
⁴ _____

Salary: ⁵ _____Travel expenses included? ⁶ _____

- 6 1.29 Listen again. Complete the indirect questions with phrases from exercise 4.

- 1 _____ if I could ask you some questions.
 2 _____ what the job involves?
 3 _____ what experience is required.
 4 _____ what the salary is.

- 7 Read the task. Prepare questions about the information below. Think of follow-up questions to find out more details.

You have applied for a part-time holiday job as a sales assistant in a supermarket. You are going for an interview with the store manager. Prepare questions for the interview about these four points:

- responsibilities
- personal qualities and experience required
- hours of work and salary
- travel expenses.

- 1 Responsibilities?

- 2 Personal qualities?

- 3 Experience required?

- 4 Hours of work?

- 5 Salary?

- 6 Travel expenses?

- 8 Now do the speaking task above. Use your notes from exercise 7.

A for and against essay

I can write a for and against essay about education and work.

Preparation

More university students should stay in education after their first degree in order to get another qualification. Do you agree?

1 Read the task and the model essay. Does the writer agree or disagree with the statement in the task?

Agrees ☐ Disagrees ☐

- 1 Nowadays, the number of students who do a second degree is increasing. In order to decide if this is a good thing, we must examine the advantages and disadvantages of taking a postgraduate course.
- 2 It is certainly true that there is fierce competition for employment, and candidates need something extra in order to get a good job. We should also remember that people with a second qualification can expect to earn more when they start work. Moreover, postgraduate courses offer the chance to focus on a topic which you find particularly interesting. What could be better than spending an extra two or three years studying something you find fascinating?
- 3 However, there are disadvantages too. Firstly, it is an expensive option. You often need to pay for your place at university and also support yourself financially during the course. What is more, many young people are understandably impatient to leave education by the time they finish their first degree.
- 4 On balance, I believe it is a good idea to continue your studies beyond a first degree, if possible. Although it may be expensive, an extra qualification allows you to find a better job and earn more money.

2 Study the model essay and answer the questions.

In which paragraph (1–4) does the writer ...

- 1 describe the arguments for? ☐
How many does she / he describe? ☐
- 2 describe the arguments against? ☐
How many does she / he describe? ☐
- 3 give his / her opinion? ☐

Writing Strategy

Rhetorical questions can make an opinion essay more persuasive, provided you only include one or two. You do not have to answer the questions, but always make sure that the expected answer is clear, e.g.

Some people work long hours for very low pay. How can this be right? (Expected answer: *It can't be right.*)

3 Read the Writing Strategy. Find and underline a rhetorical question in the model essay. Choose the expected answer.

a everything ☐ b most things ☐ c nothing ☐

Writing Guide

More students should do their degree at a university abroad rather than in their own country. Do you agree?

4 Read the task above. Then plan your essay following the paragraph plan below. Use the questions to help you.

Paragraph 1: Rephrase the statement in the task.

Paragraph 2: What are the arguments for doing a degree abroad? Think of two or three.

Paragraph 3: What are the arguments against doing a degree abroad? Think of two or three.

Paragraph 4: Give your opinion.

5 Write your essay using your plan from exercise 4.

CHECK YOUR WORK

Have you ...

- ☐ followed your paragraph plan?
- ☐ included one or two rhetorical questions?
- ☐ checked your spelling and grammar?