

Vocabulary development 1

> CB p. 10

Collocations: adjectives + nouns

- 1 Complete each sentence with an adjective from A and a noun from B.

A

high impressive long main strong wide

B

CV hours preference priority salary variety

- I don't really have a(n) _____ for the kind of job I'm looking for when I graduate.
- Graduates can't really expect to be earning a(n) _____ to start with.
- I suppose my _____ is to just get a foot on the career ladder.
- It would also be very useful to be given a(n) _____ of experience.
- Preferably, this would be done without having to work very _____.
- However, first I need to write a really _____ in order to get an interview.

Collocations: verbs + nouns

- 2 Choose the correct answers.

Ever since I (1) *put / set* my heart on becoming an architect at the age of six, I have (2) *taken / done* it very seriously and (3) *made / put* a lot of effort into following my dreams. I have had to (4) *overcome / win* a lot of setbacks along the way in order to (5) *take / gain* expertise in my field. If I'm going to (6) *reach / achieve* my aims, I will have to (7) *seize / catch* every opportunity that comes up and (8) *make / do* as many useful contacts as I possibly can.

Phrasal verbs and expressions with *take*

- 3 Complete each sentence with a word from A and a preposition from B. The prepositions may be used more than once.

A

aback advantage exception notice pity
pleasure pride stride

B

by in of on to

- I've always enjoyed sport and my whole family takes a lot of _____ watching football.
- He was freezing, so I eventually took _____ him and lent him my coat.
- The teacher was taken _____ the strength of the boy's feelings. She had no idea he was so upset.
- I took _____ the tone in which she spoke to me and replied angrily.
- Although her child was crying, the woman took no _____ her and went on chatting.
- He works extremely hard and takes _____ doing his homework perfectly.
- We took _____ a break in the rain to run home.
- My father is very calm and takes everything _____ his _____.

Word formation: adjectives and nouns

- 4 Complete the sentences with words formed from the words in brackets.

- A _____ (success) _____ (apply) will be one who is _____ (confidence).
- Good _____ (qualify) are not enough; there must be some _____ (evident) that you are genuinely _____ (interest) in the job.
- To avoid _____ (disappoint), you need to remain _____ (optimism) and be very _____ (determination).
- For me, the most important thing is _____ (reliable). I'm also looking for someone who is an excellent _____ (communicate) and is prepared to show _____ (flexible) in their approach to their work.

Use of English (Paper 1 Part 1)

Multiple-choice cloze

- 1 Read the whole text quickly to get the general meaning.
- 2 Read the text again carefully and think about the type of word that will fit in each gap. Can you predict the answer without looking at the options?
- 3 Do the task.
- 4 Read through the text again, with your answers in place. Does it make complete sense?

EXPERT STRATEGY

For this task, you need a good knowledge of fixed expressions, phrasal verbs and collocations. Add any new ones you come across to your vocabulary notebook and remember to review them regularly.

HELP

- Q4 Only one of these words can be followed by *to*.
- Q5 Only one of these words can be followed by *of*.
- Q7 The word you need begins with a negative prefix.

EXPERT LANGUAGE

Which question tests your knowledge of verb + noun collocations?

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Work placements

Work placements give students the chance to (0) A hands-on experience of the workplace before they embark on their chosen career. As well as enhancing students' knowledge of the particular industry, placements also provide an opportunity for them to (1) _____ to grips with managing a workload, (2) _____ deadlines and being part of a team.

On some UK degree courses, year-long work placements are a compulsory course (3) _____. These are often (4) _____ to as 'sandwich placements' because they take place between the second and final years of study. On other courses, students can opt to do a placement (5) _____ of a taught module if they wish. Even where this isn't the (6) _____, students often arrange placements for themselves in the summer holidays.

Applying for a work placement can be as competitive as applying for a permanent job and many UK companies now hold formal interviews. (7) _____ paid employment, however, work placements aren't covered by employment legislation, so students should always ensure that the (8) _____ and conditions are agreed in writing beforehand.

- | | | | |
|--------------|---------------|------------|--------------|
| 0 A gain | B earn | C grow | D form |
| 1 A make | B get | C find | D have |
| 2 A reaching | B succeeding | C arriving | D meeting |
| 3 A item | B matter | C element | D issue |
| 4 A referred | B considered | C regarded | D mentioned |
| 5 A instead | B alternative | C rather | D substitute |
| 6 A truth | B way | C fact | D case |
| 7 A Opposite | B Dissimilar | C Unlike | D Contrary |
| 8 A rules | B terms | C laws | D codes |



Language development 1

> CB p. 13, EG p. 173

Perfect and simple forms

1 Choose the correct answers.

- 1 I *gained* / *'ve gained* a considerable amount of expertise since starting up my company.
- 2 She was relieved to hear that she *was* / *had been* on the shortlist for the job she wanted.
- 3 Although the company *made* / *has made* very little profit so far this year, it shows potential.
- 4 I *never had* / *had never had* an interview before, so I felt very nervous.
- 5 He *didn't work* / *hasn't worked* at all since he handed in his notice.
- 6 I *finished* / *had finished* the report as soon as the meeting was over.
- 7 At the interview, I was asked why I *decided* / *had decided* to take a gap year after university.
- 8 Julian suddenly realised where he *met* / *had met* his boss before.

Perfect, simple and continuous forms

2 Complete the sentences with the correct form of the verbs in the box. Use the same verb for each pair of sentences.

eat leave read stay travel

- 1 a This time last year I _____ around Colombia.
b When I visited South America, I _____ to Colombia, Brazil and Chile.
- 2 a I _____ all day and there are still 50 pages to go.
b I _____ the whole book yesterday in one sitting.
- 3 a Keith usually _____ with me when he's in Rome.
b Keith _____ with me at the moment while his parents are away.
- 4 a She _____ so many snacks by the time she left Tim's house that she couldn't face any dinner that evening.
b She _____ all day and was so full that she could hardly move.
- 5 a We _____ (probably) at the usual time if you need a lift.
b I _____ the key under the mat, shall I?

Mixed verb forms

- 3 Complete the texts with the correct form of the verbs in brackets. More than one answer may be possible.

Two young people talk about doing work placements

Stella

I (1) _____ (work) unpaid for a well-known magazine at the moment, where I (2) _____ (write) short articles for the last three months. The boss usually (3) _____ (give) me ridiculously tight deadlines, so I (4) _____ (be) under pressure the whole time. Quite often, I (5) _____ (feel) I can't go on any longer at this pace, especially since I (6) _____ (not get) any money for what I do. I (7) _____ (realise), though, that the experience of the last few months (8) _____ (be) very good for me in terms of the skills I (9) _____ (acquire). However, I (10) _____ (still/think) that employers should not be allowed to take advantage of new graduates in this way.



Luke

When I (11) _____ (leave) university ten months ago, I (12) _____ (have) absolutely no idea of what I was going to do next. I (13) _____ (work) far too hard for my final exams to give it a moment's thought! A month or so after leaving, I (14) _____ (apply) for work experience with a small marketing firm, mainly because lots of people

(15) _____ (tell) me that this was the way to improve my CV. At the interview, they (16) _____ (promise) to pay me travel expenses, but after a few weeks I still (17) _____ (not see) any sign of any money and I (18) _____ (spend) a fortune on train fares, which made me a bit irritated. On the positive side, a short while later I (19) _____ (land) a really interesting job at another firm, mainly because of all the experience I (20) _____ (gain) during my work placement. So it was worth it after all!



Use of English (Paper 1 Part 2)

Open cloze

- 1 Read the whole text quickly to get the general meaning.
- 2 Read the text again carefully and think about the type of word that will fit in each gap.
- 3 Do the task.
- 4 Read through the text again, with your answers in place. Does it make complete sense?

EXPERT STRATEGY

Make sure you read the text before and after each gap. Think about the structure of the sentences and how the ideas are linked together.

HELP

- Q1 You need a relative pronoun here.
- Q4 You need a verb that collocates with *aware*.
- Q7 Look at the word after the gap to see what is needed here.

EXPERT LANGUAGE

Which two answers are part of phrasal verbs?

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

My dream career


When it (0) *comes* to choosing a career, some people know from an early age exactly what they want to do. For Christel Kayibi, (1) _____ is studying law at King's College, London, it was the film *Legally Blonde*, featuring a lawyer with a heart of gold, that switched her (2) _____ to the legal profession – even (3) _____. Christel is nothing like the film's ditzzy heroine. What the film did was to (4) _____ Christel aware that she possessed the analytical skills required of a lawyer. As she says, 'I like figuring (5) _____ problems and the film made me realise that was (6) _____ lawyers did.'

As a teenager, Christel believed the law was an elite profession and that her ambition was little (7) _____ than a pipe dream. A combination of hard work and family support have made her dream come true, however. 'My dad was always big on education. We had a study hour each evening. When you finished your homework (8) _____ that hour was up, you were expected to pick up a book.'



Listening (Paper 3 Part 1)

Multiple choice

- 1 Read the instructions and the context sentences in the task and answer the questions.
 - 1 How many extracts are you going to hear?
 - 2 What is each extract about?
- 2 Now read the context sentence and questions for Extract One. How much do you find out about the topic and the speakers?
- 3  02 Do the task.

HELP

- Q1 Listen for the word *baffling*; the answer comes soon afterwards.
- Q2 You need to listen to what both speakers say about this.
- Q5 Listen to the end of the man's first turn to hear the answer.

EXPERT LANGUAGE

Look back at the questions. Which are asking about the speakers' current feelings and opinions, and which are asking about the past?

EXPERT WORD CHECK

baffling *crunch numbers*
grist to the mill *line up*
mapped out *stumble upon*
under your belt *wide berth*



You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two law graduates talking about their education and choice of career.

- 1 What surprised the man about his university?
 - A the attitude of some of the students
 - B the emphasis on vocational education
 - C the broad range of subjects being taught
- 2 What aspect of studying law do both speakers appreciate?
 - A the wide variety of jobs it prepares you for
 - B the way it gives you clear targets to aim for
 - C the fact that you are committed to your career path

Extract Two

You hear part of an interview with a recent graduate.

- 3 Immediately after his degree course finished, he felt
 - A in need of a break before embarking on a career.
 - B relieved that he had some time to think about his future.
 - C sorry that he hadn't applied to a graduate recruitment scheme.
- 4 How did he approach finding his first job as a graduate?
 - A He targeted the sector he hoped to work in.
 - B He prioritised posts that would give him useful skills.
 - C He made random applications in order to gain experience.

Extract Three

You hear part of a discussion programme about career choices.

- 5 What did the man learn from his initial mistake?
 - A Job satisfaction should be a top priority.
 - B A well mapped-out career plan is essential.
 - C It's wrong to rush into important decisions.
- 6 How does the woman feel about her current career?
 - A She always knew that it was the right thing for her.
 - B She accepts that she was quite lucky to find it.
 - C She regrets not having aimed for it earlier.

Vocabulary development 2

► CB p. 16

Feelings

- 1a Replace the words in bold with a word from the box. Add a preposition if necessary.

apprehensive daunted distracted frustrated
intimidated motivated overwhelmed tense

- I was a bit **nervous** and **unable to relax** when I was learning to ride. I felt **worried and not confident** **because of** the instructor and in the end, I dropped out of the class.
- He was a responsible, **hard-working** and **enthusiastic** student but he would sometimes be **unable to concentrate** during the lessons. He found it hard to take in all the new information at first.
- She was a bit **worried** that she wouldn't do well when she first joined the class because she'd never done anything like it before. She refused to be **discouraged**, though, and against the odds, she managed to keep up with the rest of the students.
- My first week doing computer studies made me feel **upset** **because I didn't do well** and **totally unable to cope with** the amount of new information. It put me off completely.

- b Find phrasal verbs in Exercise 1a that match these meanings.

- stay at the same level as others
- understand and remember; absorb
- made me not want to do something
- stopped going

Teaching and learning

- 2 Complete the definitions with words from the box.

coaches instructors lecturers professors
teachers trainers tutors

- _____ are teachers of the highest rank in a British university.
- _____ give lessons to just one student or to small groups.
- _____ help people learn a sport or a practical skill.
- _____ usually work in a school.
- _____ teach in a British university.
- _____ help a person or team to improve in a sport.
- _____ teach people the skills they need for a job.

Collocations

- 3 Choose the correct answers.

- I was hopeless *in / at* everything I did to begin with and continually *on / by* edge.
- I tried to learn vocabulary *at / by* heart but I was incapable *of / for* remembering anything the next day.
- I used to get impatient *to / with* myself. It was different *from / by* anything else I'd done.
- Because it wasn't at all similar *to / as* the way I learnt as a child, I felt *on / under* pressure.
- At first I felt depressed *for / by* my lack of progress *in / on* the subject.
- I was a bit half-hearted *about / of* going to class and not at all inspired *with / by* the teacher.

- 4 Complete the text with words from the box.

clear investment key outcomes pay status
top value

What makes a good school?

A recent report on the best global education systems concluded that in (1) _____-ranking countries such as Finland and South Korea, there is no (2) _____ correlation between good (3) _____ for teachers and better educational performance. However, it was noted that in these countries, teachers tend to have a high (4) _____ in society. In addition, the most successful countries educationally fund each community equally, whether they are poor or affluent. There is also heavy (5) _____ in teacher education and a high (6) _____ is placed on learning by both society and parents. The aim of the study was to help policy makers and school leaders identify the (7) _____ issues leading to successful educational (8) _____.

Reading (Paper 1 Part 8)

Multiple matching

- 1 Read the title of the text and the introductory sentence. What do you think *subjects* means in the title?
- 2 Read the task and mark the key words in each question.
- 3 Read the text quickly to get an idea of how it is structured and what issues are discussed in each section. What is the main focus of each section?
- 4 Look at question 1 and find the sections of the text that talk about the students' families. Look for words and expressions that describe family relationships. Write the question number next to these sections so you can find them again quickly. Then read these sections carefully and decide which section matches the exact wording of question 1.
- 5 Repeat the procedure for the other questions.

HELP

- Q2 Which section begins with the writer indicating that she is giving a personal opinion?
- Q3 Look for when the tests were first introduced.
- Q10 Look for a word that means the same as *reflect*.

EXPERT STRATEGY

Don't try to read the text in detail before you've read the questions and know what you're looking for.

EXPERT LANGUAGE

Look back at the text. Find the names of subjects studied in US schools.

EXPERT WORD CHECK

civic identity decried embedded
far-minded frazzled heated debate
social anthropology stirred up
threefold trumpeting

You are going to read an article about some tests taken by high school students in the USA. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

In which section does the writer mention:

students' families may be influencing their choice of certain subjects?

1	
---	--

personal experience that supports the idea that certain subjects should be more widely studied?

2	
---	--

the original aim of the AP tests?

3	
---	--

how the tests are unlike others in the US system?

4	
---	--

an underlying attitude that may account for the unpopularity of certain subjects?

5	
---	--

the reason that students feel under pressure to take the tests?

6	
---	--

historical reasons for the emphasis placed on certain school subjects?

7	
---	--

different views as to the educational value of the tests?

8	
---	--

lack of information regarding the effects of choices made in these tests?

9	
---	--

a trend in society which isn't reflected in these tests?

10	
----	--

Vocabulary

6 Find words in the text that mean:

- 1 tired and anxious (section A)
- 2 extra or additional (section A)
- 3 caused (section A)
- 4 a state of constant change (section B)
- 5 make use of something in a way that will bring good results (section B)
- 6 talking about something proudly (section B)
- 7 improve (section C)
- 8 directed/guided to (section C)
- 9 stopped studying a subject (section D)
- 10 encourage something to develop (section D)

SUBJECTS OF DESIRE

Does the USA need more computer scientists and engineers? Or does it actually require people who understand political history and prose?

A

Each summer, thousands of frazzled families in the USA endure high school exam season. For many teenagers, the toughest challenge revolves around the so-called Advanced Placement, or AP, tests. In theory, these are voluntary, supplementary exams, which were devised six decades ago to let talented teenagers experience introductory college work. In practice, however, the fight to get into American colleges is now so competitive that more and more kids are being pushed into taking these exams. In 2012, more than two million students took 3.7 million AP tests, more than double the number a decade earlier, and five times the number two decades before. Unsurprisingly, this explosion has stirred up heated debate. John Tierney, a politics professor and Boston high school teacher, decried the exams as a waste of valuable teaching resources, something which the AP organisers don't accept.

B

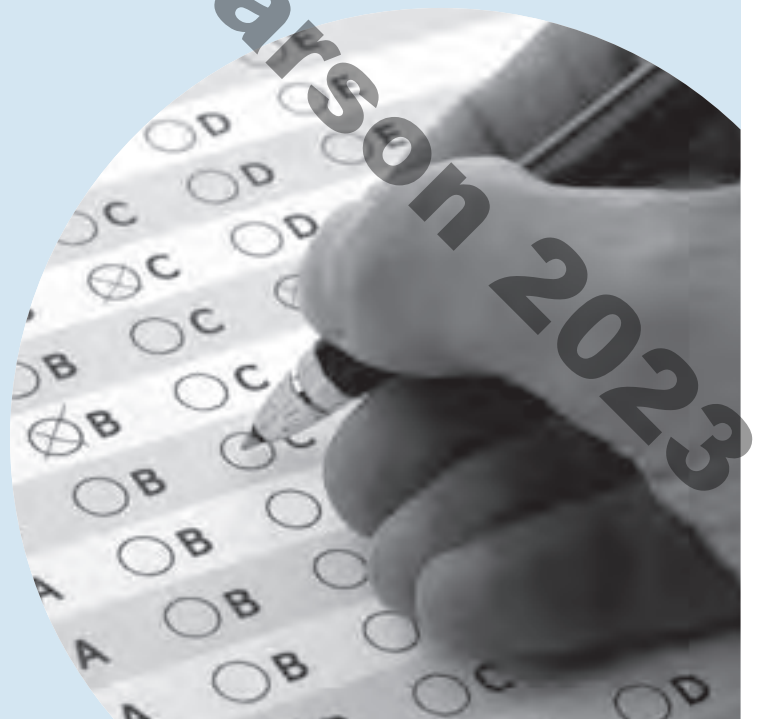
What is most interesting of all about these exams is the question of what those kids are choosing to study. If you look at the US high school education system overall, it's admirably broad in scope. Indeed, the AP is one of the few places where specialism rules: teenagers typically choose to sit exams in just one or two subjects from 39 different courses. Now, you might think that in this era of economic flux, technological innovation and globalisation, students and schools would opt for subjects that tap into this reality. Policy makers today are trumpeting so-called STEM subjects (science, technology, engineering and maths) and parents know that these subjects tend to produce jobs. But the AP exams don't mirror that at all. In 2013, for example, according to the AP website, the most popular exam to take, by a long margin, was English literature and composition: 824,000 kids sat those tests, a threefold increase on the decade. In second place was American history, which attracted 428,000 students, twice the number of a decade before. In third place, with 360,000 students, was one STEM subject: calculus. After that came US politics and government, psychology and world history. Biology ranked below that, while chemistry and computing science were further down the list. And physics was so unpopular that seven times more students sat the English exams than physics.

C

The AP website itself doesn't comment on the pattern, and it's unclear whether the AP subject choice influences students' degree subject. Some of those opting for AP poetry, in other words, may still become engineers. Indeed, it would be nice to think – or dream – that some far-minded teenagers are deliberately using the AP exam to enhance their communication skills or civic knowledge of the American constitution before they become scientists. In truth, though, I suspect that most students are picking English and history because it seems an easy thing to do, given the slant of their prior education (or the education of the parents who are helping them study). I would also bet that very few humanities students are being steered towards calculus and physics 'just for fun': in high school, as in western society more broadly, science has an aura of exclusivity and inaccessibility; mental barriers are erected at an early age. But frankly, that is a tragedy.

D

Speaking for myself, I've spent my life embedded in the humanities: after doing English, French, maths and art at school, I did degrees in social anthropology before becoming a journalist. But in spite of that background – or rather, because of it – I'm keenly aware of the value of STEM subjects. Indeed, I wish I hadn't dropped science at such a young age. That doesn't mean, let me stress, that literature and history aren't extremely valuable subjects – they are. After all, studying these subjects in high school has helped to foster a common civic identity in America, particularly given its immigrant roots. Indeed, many of those arriving in the country didn't initially come from English-speaking cultures, which is one explanation for these subjects being taught so heavily. But a seven-to-one ratio between prose and physics seems a strange one for modern America – most of all at a time of economic challenge and technological change.



Language development 2

> CB p. 18, EG p. 174

The passive: tenses

- 1 Complete the text with the correct form of the verb *be*. More than one answer may be possible.

A bid to improve educational performance

Much to the delight of high school students, it is likely that the beginning of the school day (1) _____ delayed at some point in the future in order that teenagers can get more sleep. After studies (2) _____ carried out in the United States over three years with 90,000 students across three states, it (3) _____ shown that educational performance increased dramatically when students got more sleep. There were also far fewer car accidents! Currently, this experiment (4) _____ rolled out across a wider range of schools with very positive results. Obviously, much more research (5) _____ needed, but there are hopes that there will be similar results when a pilot study (6) _____ trialled in the UK later this year.

- 2 Complete the sentences with the correct passive form of the verbs in brackets.
- The university campus _____ (locate) just outside the city.
 - Subjects _____ (always/teach) by lecturers at the forefront of their specialism.
 - The university _____ (originally/open) in 1928.
 - In recent years more and more teaching facilities _____ (develop).
 - Next year, all first year students who require it _____ (guarantee) accommodation on campus.
 - A vast amount of money _____ (continually/invest) in state-of-the-art technology.

Modal passives

- 3 Rewrite the sentences in the passive.

- I think a reputable driving instructor, rather than your parents, should teach you.

- You can't use some models of vehicle for the test.

- They might cancel your test if you don't have the right documents.

- The instructor should have taken me on the big roundabout before I took the test.

- The instructor may shout at you sometimes.

- You have to show your provisional licence to the instructor on your first lesson.

Passive *-ing* forms and infinitives

- 4 Find and correct the mistakes in the sentences.
- The government is being criticise for their new inspection policy.
 - You should be prepared to be asking some questions by the interview panel.
 - We insisted on being tell what had happened.
 - Older students really resent be made to wear a uniform.
 - I want to be keep informed about what happens next.
 - He is expecting to be pick up at midday.

Impersonal passive structures

- 5 Rewrite the sentences beginning with the words in brackets.
- Everyone says he was a truly inspirational teacher. (he)

 - We expect them to be arriving at around six o'clock. (they)

 - The situation is now known to be far worse than had been first thought. (it)

 - The Education Secretary is believed to be handing in his resignation later today. (it)

 - It is understood that there is very little chance of a peace agreement at this stage. (there)

 - They are hoping to have more news before the end of the evening. (it)

Use of English (Paper 1 Part 4)

Key word transformations

- 1 Read the instructions for the task and look at the example. Think about how the two sentences are different and notice how the meaning hasn't changed.
- 2 Do the task.

HELP

- Q1 You need to use the noun *surprise* in your answer.
- Q3 You are replacing the expression *about to* with one using the key word.
- Q4 You need to use the word *matter* in your answer.

EXPERT STRATEGY

This task tests your ability to express ideas in different ways, using different structures and syntax, but without changing the meaning. When you've written your answer, check carefully that both sentences have exactly the same meaning.

For questions 1–10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use **between three and six words**, including the word given. Here is an example (0).

- 0 Brad would only play football if he could be the goalkeeper.
ON
Brad insisted on being the goalkeeper when he played football.
- 1 Jason was very surprised to be offered the first job he had applied for.
CAME
It _____ Jason when he was offered the first job he had applied for.
- 2 Delia found the application form very hard to fill in.
DIFFICULTY
Delia _____ filling in the application form.
- 3 Brian was just about to accept a job in a local bank when he was invited to an interview in the USA.
POINT
Brian _____ a job in a local bank when he was invited to an interview in the USA.
- 4 Even if she works really hard, Yana won't get promotion in that company.
HOW
No _____, Yana won't get promotion in that company.
- 5 Fiona's parents did not approve of her choice of career.
MEET
Fiona's choice of career _____ approval.
- 6 Jamal was disappointed with his performance in the maths test.
SOURCE
Jamal's performance in the maths test _____ him.
- 7 Students are strictly forbidden to use the staff car park.
NO
Under _____ use the staff car park.
- 8 The course on statistics was even better than Gina had expected.
LIVED
The course on statistics more than _____ expectations.
- 9 Simon was really very serious about his studies.
TOOK
Simon _____ indeed.
- 10 The most important thing for many graduates is repaying their student loans.
PRIORITY
For many graduates, the main _____ of their student loans.

Writing (Paper 2 Part 2: Letter/Email)

➤ CB pp. 20–21, EW p. 194

EXPERT STRATEGY

- Decide on why you are writing and what you hope to achieve.
- Underline the points in the task which you need to include.
- Include an interesting opening and closing sentence or short paragraph.

Analysing the task

- 1 Read the writing task and answer the questions.
 - 1 Who are you writing to?
 - 2 What is the main purpose of the letter?
 - 3 What style of language will you write in?
 - 4 What three pieces of advice must you include in your letter?

You have received a letter from your 21-year-old cousin, who is about to leave university.

...

I really don't know what to do next. I know the most sensible thing would be to look for a permanent job. But other people have said it's best to get different kinds of work experience – probably unpaid – before I decide what I want to do. And part of me fancies travelling overseas. What do you think about these ideas?

Write your **letter** in reply, offering advice, in **220–260 words**.

Developing ideas

- 2 Think about the pros and/or cons of the ideas mentioned in the task and make notes under these headings.

	Pros	Cons
going straight into a permanent job		
doing work experience		
travelling overseas		

- 3 Read the notes opposite. Which ideas from the task do they refer to? Are they giving advice for or against the ideas? More than one answer may be possible.

- 1 I'd advise you not to settle down yet – you're still very young.
- 2 Why don't you see a bit of the world, which will give you the time and space to think about what to do next?
- 3 I'd be careful if I were you. It can be hard work and you may feel resentful if you're not paid for it.
- 4 What I've found great about having a 'real' job is earning enough money to be independent.
- 5 The problem is that you'd need to work in a bar or something first to fund it, and I don't recommend doing that for too long. It can be tedious!
- 6 It might be good for your CV to try out different jobs.

Using appropriate language

- 4 Underline the expressions of advice in Exercise 3.

- 5a Cross out the linking phrase in each group that is too formal for this context.

- 1 As well as that, ... / In addition, ... / On top of that, ... / Besides, ...
- 2 Having said that, ... / Mind you, ... / Even so, ... / Nevertheless, ...
- 3 Personally, ... / In my view, ... / Quite honestly, ...
- 4 ... , while ... / ... , whereas ... / In contrast, ...

- b Join the pairs of contrasting sentences in Exercise 3 using linking phrases from Exercise 5a.

I'd advise you not to settle down yet – you're still very young. Having said that, what I've found great about ...

Opening and closing an informal letter

- 6 Tick the sentences that are appropriate for opening and closing an informal letter.

Opening

- 1 Great to hear from you.
- 2 It was very nice to receive news of you.
- 3 I was really happy to have information about you.
- 4 Sorry I haven't been in touch for so long.
- 5 In reply to your last letter, I am writing to offer some advice.

Closing

- 1 Good luck with the decisions and your results, and see you soon.
- 2 I sincerely hope you manage to come to a decision.
- 3 Hope the next few weeks go well.
- 4 Take care.
- 5 Speak to you soon.

Writing task

- 7 Now do the task in Exercise 1.