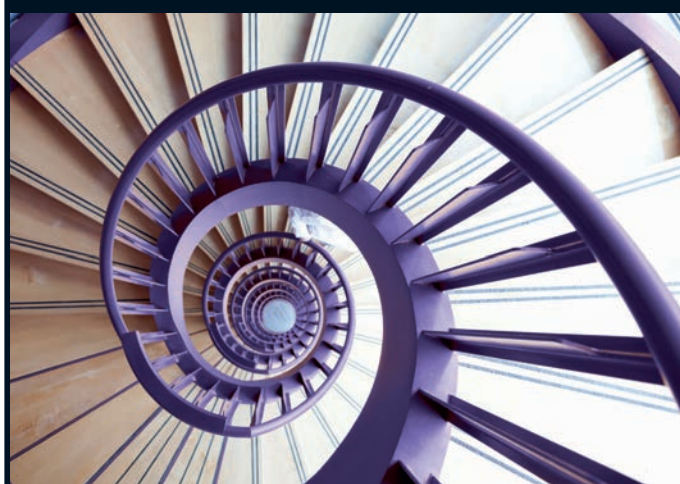


NEW

# Language LEADER




ADVANCED



COURSEBOOK






COTTON | FALVEY | KENT | LEBEAU | REES

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# 1

# Education and employment

## 1.1 ISSUES IN EDUCATION

### IN THIS UNIT

#### GRAMMAR

- the continuous aspect
- the perfect aspect

#### VOCABULARY

- issues in education
- reporting what others say
- suffixes (adjectives)
- abbreviations

#### SCENARIO

- stating requirements, saying what is essential and desirable
- choosing an intern

#### STUDY SKILLS

- self-awareness

#### WRITING SKILLS

- a covering letter



*Education costs money, but then so does ignorance. Claus Moser (b. 1922), German-born British academic*

### SPEAKING AND VOCABULARY

#### 1a Complete the opinions with the words in the box.

assessment    curriculum    dumbing down    elitism  
interpersonal skills    plagiarism    streaming

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

#### 1b Which opinions do you agree or disagree with? Work with a partner and discuss your ideas.

#### 2 Work with a partner and discuss the following.

- 1 the advantages and disadvantages of your country's education system
- 2 the positive and negative aspects of your own educational experiences

### READING

#### 3 Which of the following are important to learn at school?

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

#### 4 What techniques do you have for learning any of the above? Tell a partner.

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

#### 6 Read the article. In which paragraph does the writer:

- 1 **argue** that it is pointless to memorise significant historical facts?
- 2 **claim** that rote learning is often used by professionals?
- 3 **comment** that there is an educational split in the world?
- 4 **conclude** that putting knowledge into practice is the most important thing?
- 5 **deny** that there are no positive aspects to rote learning?
- 6 **point out** that rote learning is considered old-fashioned?
- 7 **suggest** that learning alone is often boring?

#### 7 Is the writer positive, negative or undecided about rote learning? Do you agree with the writer? Why?/ Why not?

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## Learning by rote in the digital age

When it comes to education, there's a divide between East and West. Eastern nations' education systems have historically favoured rote learning – that is, memorisation – compared with Western schooling, which often cites creativity and innovation as key goals of a rounded education. Rote learning has become seen as an antiquated method of teaching. The dictionary defines learning 'by rote' as: 'from memory, without thought of the meaning; in a mechanical way'.

The decline of rote learning in the West has been facilitated by technology. No one needs to memorise friends' phone numbers or email addresses because such data is conveniently stored and accessible electronically – our phones have become databases, while the internet can answer any question to which there exists an answer. So why remember the date of the Treaty of Versailles when you can find the answer on Google in about six seconds?

But now there are rumblings in the UK of a need to return to rote learning, which has stirred controversy in the media. You'd be forgiven for thinking the whole thing was a terrible idea. But there are benefits to memorising stuff.

In fact, memorising key data is fundamental to learning any skill. Doctoring requires knowledge of the anatomy, lawyering requires knowledge of cases and statutes, learning languages requires grammar and even new alphabets in some cases. Of course, being able to recall things will not further your understanding of those things, but without memorising these foundation elements, you cannot progress to a deeper understanding of a subject.

While the internet and computers have undermined the need for us to remember things, it may well be that mobile learning can help revive this style of learning by making it more convenient, more accessible and more fun.

Drilling yourself – with flashcards or by brute repetition – is hard work (and usually tedious), which is why most people need their multiplication tables to be drilled into them by teachers or parents. Rote learning without a willing third party can be a battle of discipline and motivation. But mobile learning can make those flashcards and drills more appropriate to individual study; our devices can challenge and inform us at the same time and also keep us motivated, whether through game-like structures or recording our progress.

Learning by rote does have limited use. Once you've acquired the fundamentals of a subject, the need to memorise data usually diminishes and it becomes the application of knowledge which is important.

## VOCABULARY

REPORTING WHAT OTHERS SAY

**8** Match the verbs in bold in Exercise 6 with their meanings.

- a say that something is not true
- b make a point strongly, giving reasons/evidence
- c decide that something is true after consideration
- d express an opinion
- e state that something is true
- f put forward an idea in a tentative way
- g bring to the reader's attention

## LISTENING

**9a** **1.1** Listen to three people on a radio programme talking about the purpose of education. Where are they from and what do they do?

**9b** Listen again and make notes on the speakers' views.

- 1 How do their opinions differ?
- 2 What suggestions do they make?
- 3 Who is the most persuasive speaker? Why?

**9c** Compare your notes with a partner.

**10** **Reacting to the text** Work in small groups and discuss the questions.

- 1 What is your reaction to the views you heard on the radio programme? How common do you think they are?
- 2 Which is closest to the view of the writer of the article in Exercise 6?
- 3 What similarities are there between the views expressed on the radio programme and the education system in your country?

## SPEAKING

**11** Work in small groups and discuss the statements and questions.

- 1 'You get what you pay for.' Do you think this is true for education in your country?
- 2 Males and females should be educated separately.
- 3 What do you think are the key goals of education?
- 4 What are the advantages and disadvantages of school uniforms?

**12** Work with a student from another group. Tell him/her about your group's ideas. Listen and make notes on what he/she tells you.

**13** Report back to your group about what the student told you in Exercise 12, using your notes. Are the ideas similar or different to your group's ideas?

## SPEAKING

**1a** Think of three successful people in these fields: business, the arts, science. Why do you think they are successful (e.g. education, hard work, talent, good luck)? Tell a partner.

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

## READING

**2** Read the profiles of three successful people quickly. In what way are they successful?

**3** Look at some common characteristics of successful people. Which of them apply to the people you read about?

- |                   |                    |
|-------------------|--------------------|
| 1 hard-working    | 4 creative         |
| 2 innovative      | 5 business-minded  |
| 3 highly educated | 6 self-disciplined |

**4** Read the profiles again and answer the questions.

- 1 What do you think of Nooyi's management style?
- 2 How do you think Kim's earlier career could have helped her achieve her later success?
- 3 What difficulties did Greider have to overcome and how did she do so?
- 4 Which of the three people are you most impressed by? Tell a partner.

## VOCABULARY

SUFFIXES (ADJECTIVES)

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

allergy	infection	influence	
passion	persuasion	power	success

**5b** What suffixes are used to form these adjectives?

*allergy – allergic*

**6a** Make adjectives from the nouns in the box. Use the correct suffixes.

affection	ambition	education	
empathy	fiction	logic	speculation

**6b** Answer the questions.

- 1 Who is the most successful person you know? Give reasons.
- 2 Who is your favourite fictional character? Why?
- 3 What is the most powerful piece of art or film that you have seen?
- 4 What educational background is needed to become a teacher in your country?

## Indra Nooyi

In 2010 Indra Nooyi was named the most powerful businesswoman in the world by *Fortune* magazine. She has been working as Chairperson and Chief Executive Officer of PepsiCo since 2006.

Born in India, she has a Bachelor of Science degree, an MBA from the Indian Institute of Management and a Master's degree in Public and Private Management from Yale University.

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

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



## Angela Jia Kim

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

Her first piano teacher was her mother and later she graduated from the Eastman School of Music. Her classical refinement and

passionate performances have delighted audiences worldwide.

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







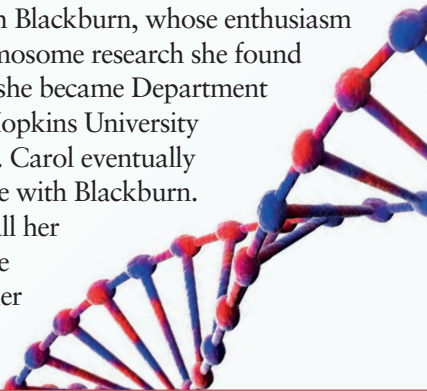
## Carol Greider

Carol Greider won the Nobel Prize in Medicine in 2009 after making a breakthrough in DNA and cancer research. However, Carol struggled at elementary school. She found it difficult to pronounce words and to read out loud. She was put into remedial spelling class and this led to

problems with self-esteem. She thought of herself as stupid until she was diagnosed with dyslexia.

She had to memorise words to spell them, but then began to enjoy reading for pleasure. Then she found it easy to remember things in Biology and History. She enjoyed working hard. However, she still struggled to get into graduate school and received many rejection letters due to poor scores in the Graduate Recorded Exam.

Eventually, she was offered a place by the California Institute of Technology and UC Berkeley. She chose UC Berkeley as she wanted to work with Elizabeth Blackburn, whose enthusiasm for DNA and chromosome research she found infectious. In 2004 she became Department Director at Johns Hopkins University School of Medicine. Carol eventually won the Nobel Prize with Blackburn. She always credits all her colleagues who have been influential in her scientific journey.



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



## GRAMMAR

### THE CONTINUOUS ASPECT

**7a** Read the profiles of Indra Nooyi and Angela Jia Kim again and find examples of these tenses.

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

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

- 1 an action that was in progress at an earlier time?
- 2 an action that is currently in progress?
- 3 an action which began in the past and is still continuing or has just finished?

↪ Language reference and extra practice, pages 126–127

**8** Explain the difference in meaning between the sentences in each pair.

- 1 a I work in Madrid, but I live in a village forty kilometres away.  
b I'm working in Madrid, but I'm moving to Barcelona next year.
- 2 a I've worked in London, Paris and Rome, but now I work in Tokyo.  
b I've been working in Tokyo for a year and expect to continue to do so for some time.
- 3 a I worked in Oslo in 2013.  
b I was working in Oslo when my father fell ill.
- 4 a I'll work when you get home if you look after the children.  
b I'll be working when you get home, so please try to keep quiet.
- 5 a When her car broke down, she was driving to Moscow for a conference.  
b When her car broke down, she went the rest of the way by bus.
- 6 a We are renting an apartment until our house is ready.  
b We rent an apartment by the sea most summers.

**9** Correct the mistakes in the use of tenses in the text.

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

## WRITING

**10** **Justifying opinions** Write a short paragraph giving and justifying your opinion on one of these statements.

- 1 A good education is the key to a successful life.
- 2 Luck and family connections are more important than a good education.
- 3 Success is ten percent inspiration and ninety percent perspiration.

## SPEAKING

**1** Work in small groups and discuss the questions.

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

## READING

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

- 1 website addresses of companies you have worked for
- 2 details of pre-university qualifications
- 3 a photograph
- 4 date of birth
- 5 postal address
- 6 telephone number and email address
- 7 names of referees
- 8 internships/work placements
- 9 software used
- 10 charity work
- 11 interests
- 12 positions of responsibility
- 13 title, e.g. *Mr/Miss/Ms*
- 14 achievements
- 15 interpersonal skills

**3a** **Evaluating effectiveness** Read Vadim Kufenko's CV quickly. Do you think it is a good CV? Is there anything you would do differently?

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

- 1 What do you notice about the way the profile is written?
- 2 Which exchange programme might he have found the most difficult? Why?
- 3 What kinds of job do you think he might be suitable for?

**4** Vadim is applying for a job in the marketing department of a British company that exports British products to Russia. They require a fluent Russian speaker, with advanced English and experience in finance and marketing. Rewrite Vadim's profile to help him get this job.

### CV

**Name:** Vadim Kufenko

**Date of birth:** 8 May 1986

**Email address:** kufenko.vadim3@online.ru

### PROFILE

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

### WORK EXPERIENCE

#### December 2008–October 2013

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

### EDUCATION

#### December 2013–present

PhD in Economics and Finance, St Petersburg State University of Economics and Finance

#### September 2007–July 2008

MA in Economics, specialising in Finance and Credit, St Petersburg State University of Economics and Finance

#### September 2003–June 2007

BA in Economics, St Petersburg State University of Economics and Finance

#### 1998–1999

Southwest Junior High School, Lawrence, Kansas, USA

#### 1993–2003

School #157, St Petersburg

### INTERNSHIPS AND EXCHANGE PROGRAMMES

#### September–December 2007

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

#### April 2007

Short internship at the Bank of Foreign Trade, St Petersburg

#### April–July 2006

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

### ADDITIONAL SKILLS

Languages: English (advanced IELTS 8.0, BULATS), German (intermediate), Finnish (elementary)

### HOBBIES

Trading in stocks and shares, swimming and jogging





## VOCABULARY

### ABBREVIATIONS

**5** Work in small groups and match the abbreviations with the descriptions.

- |       |       |          |         |
|-------|-------|----------|---------|
| 1 PhD | 3 MBA | 5 BULATS | 7 TOEFL |
| 2 MSc | 4 BA  | 6 IELTS  |         |

- a first degree in the Humanities
- a postgraduate degree in a science subject
- a postgraduate degree, which entitles the holder to the title *Dr*
- a postgraduate business qualification
- a qualification in Business English
- a test of reading, writing, listening and speaking, often used by British and Australian universities
- a test of comprehension in written and spoken English, often used by American universities

## LISTENING

**6a** **1.2** Listen to part of Vadim's job interview and answer the questions.

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

**6b** Listen again and evaluate the interview. Answer the questions.

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

## GRAMMAR

### THE PERFECT ASPECT

**7** Look at Audio script 1.2 on page 165 and find examples of the following.

- present perfect simple
- present perfect continuous
- past perfect
- future perfect
- perfect infinitive
- having* + past participle

**8** The perfect aspect links two times together. Which two times (present, past or future) are being linked together in each sentence?

- Hopefully, we'll have finished the interview by 3 p.m.
- I'd applied for a number of work placements before I got the one in the bank.
- I've been on two exchange programmes: one in Finland and one in Germany.
- Having read your CV, we'd like to know more about your internship and exchange programmes.
- I seem to have lost your references.
- Since December 2013 I've been writing my doctoral thesis.

↪ Language reference and extra practice, pages 126–127

**9** Complete the sentences with the correct perfect form of the verbs in brackets.

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

## WRITING

**10a** Choose a job that you would like to be interviewed for. Write a short CV to help you get the job.

**10b** Swap CVs with a partner and tell each other what jobs they are for. Suggest improvements to your partner's CV.



### MEET THE EXPERT

Watch an interview with Helen Kempster, a careers consultant, about job hunting and interviews.

Turn to page 150 for video activities.

## SITUATION

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

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

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

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

**3** **1.3** Listen to Lisa and Howard, two members of Morton Associates, talking about the requirements for candidates applying for an internship at UNESCO. Work with a partner and make notes under these headings.

- Qualifications
- Work experience
- Interests
- Languages
- Computer skills

## UNESCO activities



UNESCO promotes international cooperation among its 195 Member States and eight Associate Members in the fields of education, science, culture and communication. It has a wide range of programmes, which will appeal to students from diverse disciplines.

Aims:

- to mobilise for education so that every child, boy or girl, has access to education as a fundamental human right
- to build international understanding through protection of heritage and support for cultural diversity
- to pursue scientific cooperation
- to protect freedom of expression

## KEY LANGUAGE

STATING REQUIREMENTS, SAYING WHAT IS ESSENTIAL AND DESIRABLE

**4** Read the extracts in Exercise 5 and try to predict what words are missing.

**5** **1.4** Listen to extracts from the conversation in Exercise 3 and complete the gaps. Do not use more than two words for each gap.

- 1 L: It's \_\_\_\_\_ that candidates are doing a postgraduate degree.
- 2 H: What about languages?  
L: Well, they \_\_\_\_\_ an excellent knowledge of one of the working languages of the organisation – that means really good English or French, oral and written.  
H: Right, so that's \_\_\_\_\_.
- 3 H: How about work experience?  
L: Well, they don't mention that specifically, but it's obviously \_\_\_\_\_ to have some work experience.
- 4 H: You haven't mentioned computer skills.  
L: Well, candidates \_\_\_\_\_ to be able to use office-related software.
- 5 H: Anything else?  
L: No, but we'll be \_\_\_\_\_ some evidence of a special cultural or scientific interest.

**6** Look at Audio script 1.3 on page 165. Underline all the phrases which are used to state requirements, and say whether each one is essential or desirable.

## Duties of the intern

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

## CHOOSING AN INTERN

## TASK

## CHOOSING AN INTERN

**7a** Work in groups of three. You are members of Morton Associates. You are going to recommend one intern for the internship at UNESCO. There is only one vacancy at the moment. Read the profiles and underline the strong points of each candidate. Make a note of any points you think the candidate lacks.

**Student A:** read the profile of Pilar Martinez.

**Student B:** read the profile of Anette Frieberg.

**Student C:** read the profile of Kenneth Watana.

**7b** In your groups, discuss the candidates. Talk about their strengths and weaknesses and why they should/shouldn't get the internship.

**7c** Rank the candidates in order of their suitability for the internship (1 = most suitable, 3 = least suitable).

**7d** Choose the best candidate to recommend for the internship. Then compare your choice with other groups.

## Profile

Qualifications  
*Final year PhD in Fine Art*

Languages  
*Fluent Spanish, intermediate level English and French*

Computer skills  
*Basic knowledge of office programs and software*

Experience  
*Holiday work with a picture restorer at National Museum of Art*

Attitude  
*Very articulate. Passionate about art conservation. Not at all interested in current affairs. Seemed rather naïve and unsophisticated about world affairs. Has travelled all over the world. Made interesting comments about cross-cultural problems.*

Other information  
*Dressed fashionably. Recommendation from art professor: 'Pilar is single-minded. Art is her life. She is open to new ideas – that's her best quality.' Wants to work in picture conservation all over the world after she graduates.*



Pilar Martinez

## Profile

Qualifications  
*Final year PhD. Topic: language policies in Swedish schools*

Languages  
*Bilingual English–Swedish*

Computer skills  
*Extensive knowledge of computer programs and software*

Experience  
*Worked during two summers for a 'travel by teaching' organisation. Gained a good knowledge of Asian cultures.*

Attitude  
*An extrovert. Seemed extremely confident. Expressed her opinions on social issues forcefully. Possibly not very open-minded. She didn't appear to be a good listener.*

Other information  
*Dressed rather casually for the interview. Recommendation from a lecturer: 'Anette's greatest strength is as a team leader. She expects a lot from members of her team.' Is President of the University International Society. Would like to work for an organisation which promotes women's and children's rights.*



Anette Frieberg

## Profile

Qualifications  
*Final year MA in Museum and Artefact Studies*

Languages  
*Thai, fairly good English and French (upper-intermediate level). Is learning German in evening class.*

Computer skills  
*Competent using common software programs*

Experience  
*One-month part-time work at a local Railway Museum. Visitor information, communication with public.*

Attitude  
*Quiet, reflective person. Hesitated frequently before answering questions. Extremely polite during the interview. Seemed unwilling to give his views on current affairs.*

Other information  
*Smart appearance. Is editor of the university newspaper. Also active in the Drama Society – recently gave talk on Asian Theatre and Rituals. Recommendation from tutor: 'James is a team player rather than a leader. He has exceptional research skills.' Very interested in underwater cultural heritage and social media. His hobby is snorkelling. Goes to Turkey every summer to do some snorkelling.*



Kenneth Watana

## USEFUL PHRASES

## Talking about strengths and weaknesses

One of his/her strongest points is ...

His/Her best quality is ...

What impresses me about him/her is ...

His/Her biggest asset is ...

One of his/her major weaknesses is ...

I think he/she lacks ...

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

What concerns me about the candidate is ...

## STUDY SKILLS

## SELF-AWARENESS

**1a** What is self-awareness? How can it influence your ability to learn something new?

**1b** Think of something you have tried to learn recently. Work with a partner and discuss the questions.

- 1 How did you learn the new skill?
- 2 Were you successful? Why?/Why not?
- 3 What did you learn about yourself?

**1c** Work in small groups and share your experiences. What were the most common reasons for the success or failure of your learning? Your motivation or lack of it? Ease or difficulty of the task? Good/Bad teaching? Another reason?

**2 Motivation** Discuss the questions in your groups.

- 1 What is your main motivation for improving your English?
- 2 What else is motivating you to improve your English language proficiency?
- 3 Why are you more likely to succeed if you are highly motivated?

**3a** **1.5** Two students are being interviewed by a linguist who is researching the motivation of learners of English. Read the descriptions of two types of motivation. Then listen to the students, Anna and Hayato, and decide which type of motivation they have.

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

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



**3b** Which student, Anna or Hayato, expresses the following ideas? Listen again and check.

He/She ...

- 1 needs to communicate better in English for work reasons.
- 2 is a flexible person when travelling.
- 3 will make more money by improving his/her English.
- 4 wants to learn more about the literature of the country.
- 5 does not want to learn a lot about English culture.
- 6 learnt about English culture at an early age.
- 7 wants to achieve native speaker proficiency.
- 8 is learning English in a company environment.

**4 Learning style** It is important to be aware of your learning style as this will indicate not only your strengths, but also areas you need to develop. Read about four approaches to learning on page 159. Then work in groups and discuss the questions.

- 1 Which style do you think best describes your personality?
- 2 Are you a mix of the styles? If so, in what way?
- 3 Is one learning style predominant in your group? Talk to your group about their learning styles. Do you think your teachers need to know about this? Why?/Why not?

**5a** Note down the qualities and skills you have which would impress a potential employer. Then work in groups and compare your lists.

**5b** In your groups, discuss what you should or should not do to improve your English. Think about your personality or character, your motivation and your learning styles.

## WRITING SKILLS

## A COVERING LETTER

**6** When to use a covering letter Complete the text with the words in the box. Three of the words are not used.

convincing   essentially   impact   inspiration  
motivate   speculative   targeted   vacancy   vital

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

**7** How to structure a covering letter Put the information in the order (1–5) it would normally appear in a covering letter.

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

**8** **1.6** What to do in a covering letter Listen to a talk by Naomi Lloyd, a communications consultant, and make notes on what she says about the following.

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

**9** Look at Audio script 1.6 on page 166 and check your answers.

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

Dear Ms Sommer,

Re: Research Assistant

(1) I am writing to apply for the above position advertised in the graduate section of *The Chronicle*, dated 5 June. I enclose my Curriculum Vitae for your consideration.

(2) Having read your company literature, I am very interested in joining your organisation. I am convinced that the position of Research Assistant would be well suited to my qualifications and experience. It would also provide me with an interesting challenge.

(3) My role as Financial Analyst in the Bank of Foreign Trade in St Petersburg has given me invaluable experience of working in teams on research projects. It has also enabled me to develop key skills such as analysing financial statements, undertaking marketing surveys and writing concise reports, which are all relevant to this position. Of course, I am used to working to tight deadlines.

(4) During my holidays, I have travelled widely in Europe and have gained useful cross-cultural skills. As a result, I feel I would be able to fit comfortably into the multinational teams which I know are an important feature of your organisation.

(5) If I am fortunate enough to be selected for the position, you will be employing an enthusiastic, highly motivated and loyal member of staff, who will be an asset to your organisation. I am available for interview at any time and look forward to hearing from you.

Yours sincerely,  
Vadim Kufenko

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

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

**Example: paragraph 2**

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

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

**11** Certain phrases are common in covering letters. Find words and phrases in the letter with these meanings.

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

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

## Volunteers wanted

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

**You can make a difference.**

Send your CV to: