

Unit 9

Introduction

1

POSSIBLE ANSWERS

airline pilot: technical ability, health (particularly eyesight and coordination), leadership skills, decision-making, performance under pressure

nurse: medical knowledge, interpersonal skills, teamworking skills, organization, performance under pressure

TV newsreader: clarity and comprehensibility of speech, knowledge of current affairs, time management skills, flexibility/adaptability, personal appearance

architect: technical ability, creativity, drive, project management skills, teamworking skills

2

- a convergent thinkers
- b divergent thinkers

3, 4

Students' own answers

5, 6

- a squiggle
- b rectangle
- c circle
- d square
- e triangle

7

POSSIBLE ANSWERS

- b – pilot
- d – nurse
- c – presenter
- e – architect

8

Students' own answers

Reading & Use of English – Part 3

1

POSSIBLE ANSWERS

Unfair dismissal laws spur claims: new laws relating to dismissal procedures have generated an increase in claims from people who consider themselves to have been unfairly dismissed

Computer sacks 'star' employee over quiz failure: the best employee in a company is sacked, possibly unfairly, for failing some kind of computerized test

Overlooked executive gets compensation: an executive wins compensation for not being given a new job or position

2

Mr Filer was sacked after failing a computerized test; best headline: *Computer sacks 'star' employee over quiz failure*

3

modification, development, assistance, dismissal, indication, assailant, employment, employee, announcement, legislation, presidency, procedure, nomination (nominee), gratification, reiteration, resemblance, embarrassment, renewal

4

- 1 noun: applicants
- 2 noun: productivity
- 3 noun: notification
- 4 noun: assurances
- 5 passive participle of verb: overruled
- 6 past simple of verb: ensured
- 7 noun: objectivity
- 8 adverb: extraordinarily

5

Students' own answers

6

POSSIBLE ANSWERS

- a enthusiasts argue that there is plenty of predictive validity; the tests predict rates of absenteeism and productivity; they are widely used by companies in Britain; they were adopted because they were cheap, reliable and sensible
- b employers want to believe the tests because they have paid a lot of money for them; applicants can lie; they are thought by many people to be invalid; it is undecided whether they are a reliable way of measuring personality

7

- 1 sentences C and D describe what is caused by the subject (in c *Our company*; in d *We*); sentences A and B describe what is experienced by the subject (in a *the applicants*; in b *the US army*)
- 2 sentence C, which uses *have* + object + base form of verb, means: get somebody else to do something; sentence D, which uses *have* + object + past participle, means: get something done to somebody by somebody else

8

- a *had* + *the office* (object) + *broken* (past participle): subject (*We*) experiences the action
- b *got* + *asked* (past participle): subject (*she*) experiences the action
- c *got* + *myself* (object) + *invited* (past participle): reflexive pronoun (*myself*) when object is same as subject
- d *got* + *himself* (object) + *fired* (past participle): reflexive pronoun (*himself*) when object is same as subject
- e *got* + *lost* (past participle): subject (*your application form*) experiences the action
- f *get* + *you* (object) + *invited* (past participle): subject (*I*) causes the action
- g *had* + *the recruitment agency* (object) + *check* (base form of

- verb): subject (*I*) causes or arranges for the action
- h *got + myself* (object) + *locked* (past participle); reflexive pronoun (*myself*) when object is same as subject
- i *had + everyone* (object) + *dancing* (present participle); subject (*We*) causes or arranges for the action

9

The passive is used in order to keep the focus on the concept, which is the main topic of the previous sentence.

10

Students' own answers

Listening – Part 4

1

Students' own answers

2

- 1 G *I tend not to look at people when I'm listening to them*, i.e. she doesn't maintain eye contact
- 2 C *if I have no real contact with the person I'm talking to, I'm afraid I tend to just switch off*, i.e. he needs to be able to relate to them
- 3 E *If somebody says something sarcastic ... I'll definitely remember how I felt when they said it*, i.e. she is sensitive to the tone or emotion
- 4 D *I pick up much more rapidly ... ; I do have a tendency to cut in ... ; It's extremely frustrating for me to have to wait*, i.e. all of which show he is quick on the uptake
- 5 B *I can only really give things my full attention when what someone is saying has a direct impact on me*, i.e. unless the content is relevant, her *mind starts to wander* or switches off
- 6 D *it doesn't look as if I'm ... not paying attention*, i.e. it gives the impression she's interested in listening
- 7 H *trying to draw or doodle what people are saying ... creating a sort of picture in my mind*, i.e. he tries to visualize
- 8 A *what point the person I'm listening to is trying to make*, i.e. exactly what the speaker is trying to say
- 9 C *I know I react more positively when people give me a brief idea ... then let me give some sort of immediate response*, i.e. initial interaction with the speaker
- 10 F *a way of trying to link things directly to my own life and circumstances*, i.e. making a connection with their own circumstances

3

Students' own answers

4

- a in (*listen in (on sb/sth)*): to listen to a conversation that you are not supposed to hear)
- b last/end (*never hear the last/end of sth*: to be reminded of sth by sb repeatedly over time)
- c all (*hear it all before*: to be very familiar with what sb is saying)
- d out (*hear sb out*: to listen until sb has finished saying what they want to say)

- e play (*play sth by ear*: to decide how to deal with a situation as it develops rather than by having a plan to follow)
- f coming (*coming out of your ears*: to have too many or too much of sth)
- g up (*up to my ears (in sth)*: to have a lot of sth to deal with)
- h prick (*make your ears prick up*: to listen carefully, especially because you have just heard sth interesting)
- i gave (*give sb an earful*: to tell sb for a long time how angry they are about sth)

Speaking – Part 3

1

POSSIBLE ANSWER

'good speaker' of another language: sb who can express themselves clearly and confidently in a wide range of situations, and speak about a wide range of concrete and abstract topics using accurate and appropriate vocabulary and grammar

2

- a *Firstly, with the result that, in addition*
- b he begins with the first point and expands his long turn by using the prompts available
- c *I think, what's even more important perhaps, I suppose, I'm convinced that, I actually believe, in my opinion, maybe, possibly*
- d by using different structures, e.g. *many years ago, in the past, many people, more and more people*
- e yes, a good range and accuracy of vocabulary, e.g. *dominated, commute, decades, attitudes, work patterns, resulted in*
- f yes, a good range and accuracy of grammatical forms, e.g. *with the result that it's had a huge effect on; what's even more important; if it hadn't been for computers and the internet, work patterns wouldn't have changed half as much as they have done*
- g he uses discourse markers and fillers sparingly to give himself time to think or reformulate, e.g. *er, well*

3, 4

Students' own answers

Reading & Use of English – Part 5

1

Students' own answers

2

POSSIBLE ANSWER

New findings on how rivalry affects competition

3

- 1 D the writer says rivalry *differs from other kinds of competition*, i.e. normal competition, in that it offers a *psychological prize* and can *boost motivation*
- 2 B *Kilduff found that runners consistently ran faster when competing against rivals*; the fact that the rivals had

comparable abilities is shown by the phrase *evenly matched*

- 3 A *Participants facing a single bidder ... were far more likely to exceed the preset bidding limit*, i.e. they became more determined to succeed
- 4 D *fans remembered outcomes that favoured their team far more accurately*
- 5 A *rivalries may alter our motivation and moral code and influence your behaviour and decisions*; the writer lists a number of disorientating actions in lines 61–64 which are the result of being made aware of the achievements of others
- 6 C *students who faced a rival later scored higher on a test of Machiavellian attitudes ... selfish, devious and manipulative behaviour*, i.e. they showed more unscrupulous character traits

4

- a obnoxiously, frustratingly
- b to lead from cause to effect, i.e. the prize is to beat someone familiar
- c inversion: only recently have scientists looked at
- d it conveys the idea of cutting a relatively small amount of something, as well as the idea of cutting something in order to improve it
- e that this has happened unexpectedly and not deliberately
- f that the margins are uneven
- g the word *inner* suggests that people might not previously have known that they had this Machiavellian ability, but in fact it was always there

5

Students' own answers

6

- 1 to persuade sb to believe sth or do sth
- 2 to make sth increase, or become better or more successful
- 3 to make it difficult for sth to continue in the normal way
- 4 to unfairly influence sb's opinions or decisions
- 5 to prevent sb from easily doing or achieving sth
- 6 to place sb/sth in a particular position on a scale in relation to similar people or things
- 7 to damage sth or make sth worse
- 8 to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected
- 9 to say publicly that you support a person, statement or course of action
- 10 to treat a person or situation as an opportunity to gain an advantage for yourself
- a those used to describe something positive: *boost*
- b those used to describe something negative: *disrupt, bias, hamper, impair, exploit*
- c those used to describe something neutral: *sway, rate, encounter, endorse*

7

- a On the face of it
- b face facts
- c put a brave face on it
- d face the music
- e save face
- f throw it back in my face
- g lost face

Writing – Part 2, Letter

1

- a your friend
- b your friend's characteristics that would make him/her suitable for the role; describe any relevant experience your friend has
- c formal

2

- a by giving examples
- b uses tact: *whilst being highly adept ...; she occasionally ...; on account of; without doubt*
- d Students' own answers; it is mostly positive

3

- a due to/because of/on account of/thanks to
- b due to/because of/on account of/thanks to
- c because
- d for this reason/thus/consequently
- e so/and for this reason
- f due to/because of/on account of/thanks to

4

Students' own answers

5

a 3 b 1 c 4 d 2 e 6 f 5 g 9 h 8 i 10 j 7

6

get carried away – get overexcited/overdo
jump down someone's throat – be irritable/petulant
throw something together – cobble together/assemble roughly
not give an inch – inflexible/obstinate/dig your heels in
get up someone's nose – irritate/irk/antagonize
make a meal of something – spend a lot of time doing something in an annoying way
too big for your boots – big-headed/arrogant/conceited
wiggle out of something – avoid doing something
pull your socks up – knuckle down/work hard
throw your weight around – be bossy/overbearing/bully

7

Students' own answers

8

Students' own answers