Unit 1  Getting higher qualifications

Listening  Section 1

Look at the advertisement on a college notice board. From the information in the advertisement, can you predict what you are going to hear?

2 Look at the Exam task below and decide what sort of information you need to complete each gap.

Questions 1–12

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Care for the Community

Applicant details

Name: 1 …………………

Sex: Female

Occupation: 2 ………………… student at Brookfields University studying on 3 ………………… Course (BA).

Contact details

Phone: 4 …………………

Email: 5 …………………@chatbox.co.uk

Availability: Up to 6 ………………… per week.

Other information

• Reason for applying: Would like 7 ………………….

• Area of interest: Children with 8 ………………….

• Experience: Has recently done similar work at a 9 ………………… . Found it 10 ………………… .

• Perceived strengths: Has excellent 11 ………………… . Also listens to people.

12 ………………… arranged for Wednesday 10th September.

Now listen and complete Questions 1–12.
Look carefully at your answers and check to make sure:

- you haven’t exceeded the allowed number of words and/or numbers
- your answer is grammatically correct (where relevant), and/or collocates with the words before or after the gap (especially in questions 7–12)
- your spelling is correct.

Vocabulary
Dependent prepositions

Complete each sentence with one word from the first box and one from the second box. Then write your answers in the crossword.

available  concentrate   confidence  deal  involved   participate   related  reputation  spent   suited
for in on to

1 The college currently has no money ......................... new computers, so we’ll have to make the best of the old ones.
2 I’m interested in politics, but I don’t think I would be ......................... a career in it.
3 I have complete ......................... my tutor when she says that she’ll do her best to get us through our exams.
4 One thing I’ve learnt is never get ......................... an argument unless it affects you directly.
5 During tutorials, I always try to ......................... the discussion as much as possible.
6 Mr Wilkinson has a ......................... being the strictest tutor in the college.
7 A lot of student illnesses before exams are ......................... stress caused by overwork.
8 On average, just under a third of a student’s income is ......................... accommodation.
9 I tend to ......................... problems one at a time rather than try to tackle them all at once.
10 The college library is always so noisy it’s really difficult to ......................... your work.

Key vocabulary

Complete each gap in this passage with a word or words from the first box, and a word or words from the second box.

brings  channels all of its common  get to
desire  programme range resources
good on to  recruitment vocational

For the last two years, I’ve been studying at the International University in Bampton, which I believe is one of the best universities in the country. As well as offering a 1 ......................... of academic courses, it also runs several 2 ......................... programmes, and is especially well-known for its computer-programming courses. What I like about it is that it is a truly international university which 3 ......................... from all around the world. It expects its students to be hardworking and to show initiative, and it 4 ......................... into ensuring they get the best education possible. The students all have a 5 ......................... – to get top grades in their subjects – and many 6 ......................... postgraduate studies before taking their first step on the career ladder. Naturally, many expect to 7 ......................... in their chosen career. The university has an excellent reputation, and some of the world’s biggest and most prestigious companies visit the college each year as part of their 8 .........................
You are going to read a passage about gap years. Skim the passage. Which of these best describes the writer's purpose? Circle A, B or C.

A To summarise the main reasons why students take a gap year.
B To explain why some gap year programmes are so successful.
C To illustrate, with examples, one particular advantage of a gap year.

The majority of 18-year-old students entering higher education go straight from school to university. For many school leavers, however, there is the irresistible attraction of the ‘gap year’, a time between school and university when they decide to experience something new, different or exciting. Many of these so-called ‘gappers’ go off travelling around the world, often supplementing their limited funds by taking on casual work, while others may do voluntary work in a village in a distant part of the world.

For the majority of gappers, the gap year is simply a chance to enjoy life as an independent adult for the first time. Increasingly, however, they are also proving a great way of reinvigorating a lapsed or flagging interest in education, offering a chance to think about why you should study, or if you need to study at all. A growing number of students, having taken a break after school, are heading back into further and higher education via a roundabout route of working and ‘gapping’. According to the latest data from the British university admissions service, UCAS, 105,000 students aged 19, and 44,400 aged 20, entered higher education last year – figures that show a steady annual increase in this age group over the previous three years.

19-year-old student Christine Samways is a typical example. She left school at 16 with nine good exam passes at grades A to C, but did not want to continue studying at the time. She was also worried that, despite having all the attributes of a good student, she would find the challenges of higher education too great and would be forced to drop out. Instead, she gained a vocational qualification in hairdressing. However, she very quickly began to realise it was not quite what she wanted and that going back into some kind of education could be her next step. Like many 16-year-old school leavers starting work for the first time, it dawned on her that if you don’t have qualifications, or the right qualifications, you have fewer work choices. ‘The things that you want to do just aren’t available to you,’ she says.

Unsure of what her next step should be, Christine decided to head to Mexico to do voluntary work at a children’s home. She was there for a year under the auspices of the International Cultural Youth Exchange (ICYE) – an organisation which has been running since 1949, when it sent 50 German students to the US as peace ambassadors. She never expected that working in Mexico would give her such a sense of confidence and, perhaps just as importantly, direction. On returning home to the UK, she decided to make a fresh start in education by enrolling on a course in Social Sciences and Humanities to prepare herself for university. Her new sense of confidence helped at her college interview. Previously, a formal interview would have made her very nervous, but she now found it much easier to talk on an informal and formal level to people she didn’t know. ‘I feel more comfortable in these situations,’ she says. ‘Mexico was the first time I’d been out of my comfort zone. Now I think I can cope with things better.’

Christine is now working towards a degree in International Development at Bath University, a choice of subject informed by her experience of working with Mexican children. And, as well as finding some direction in her career, she now speaks good Spanish – a skill she says she intends to keep up, perhaps by working abroad. She knows that the Mexican children’s home benefited from her time there, just as she did. As well as being ‘an extra pair of hands’, she helped to streamline the children’s timetable so they spent more structured time...
Now look at Questions 1–13 below and underline the key words and phrases. Then read the passage and answer the questions.

Questions 1–5
Do the following statements agree with the information in the Reading passage?

Write:  

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

1. The majority of young people who go travelling during their gap year must work in order to finance their trip.  
2. Taking a gap year can give young people time to consider whether or not they want to continue with their studies.

Questions 6–10
Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Christine Samways: ICYE participant  
Carried out **6** in Mexico.  
Programme gave her more **7** in herself.  
Returned to **8** when she was back in the UK.  
Currently studying **9**  
Thinks that **10** may be a good way of maintaining her Spanish.

Questions 11–13
Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

11. According to Agnes Eldad, what do people need in order to benefit from an ICYE exchange programme?  
12. Who does Agnes Eldad plan to work with when she finishes her ICYE programme?  
13. What does Agnes Eldad have now that she didn’t have before she came to the UK?

Review your answers. For Questions 6–13, make sure that you have not used more than the maximum allowed number of words.

Getting higher qualifications
Complete the passage with expressions from the box. Use each expression once only.

didn’t use to be  used to be spent  used to see
went off  would have to  would receive

Today, the Park Street Academy is widely recognised as being one of the best colleges in the country. However, it 1 didn’t use to be like this. In fact, it 2 used to have a very bad reputation. Students 3 would have to be late, and often they 4 wouldn’t go to classes at all. The college building was in a terrible state. When it rained, water 5 used to pour through holes in the ceiling and the power 6 would go off suddenly without any reason. In winter, the rooms were so cold that you quickly became 7 used to see people in classrooms wrapped up like they were in the Arctic.

Then, in 2010, a new head teacher was appointed, and she turned the place around. Strict discipline was applied at all levels. For example, students who were late or absent without reason 8 would receive a financial penalty, while those who improved their academic record 9 used to have rewards in the form of things like cinema tickets. Meanwhile, money that 10 didn’t use to be spent on unimportant things like computer games for the library was instead used to repair the building.
Writing  Task 1

Look at the graph below and complete this introductory sentence by arranging the expressions in the box.

The graph gives .............................................

did over a school leavers three things that five-year period information about

Complete the rest of the answer with words and phrases from the box.

At the beginning of the five-year period, about half of the school leavers surveyed looked for work. Of the remaining 500, 300 went to university and 200 took a temporary break from their education. By the end of the five years, however, the number of those seeking employment and for those taking a break from their education had seen 1. The former had fallen 2 a hundred, while the latter had risen 3. Meanwhile, the number of school leavers going to university was 4 as it had been at the beginning of the period. Overall, the 5 between the three groups had become 6.

A 7 look at the graph reveals that the number of school leavers going to university and the number of leavers looking for work 8. Between 2008 and 2010, the former increased while the latter decreased. Then in 2011 and 2012, the number of those going to university fell, while after 9 briefly in 2011, the number of those looking for employment rose. The number of school leavers taking a break from their education saw a 10 rise.

Overall, the 11 changes involved the number of school leavers looking for work and those taking a break from education. This shows that more young people planned to enter higher education, even though they decided to wait a while before doing so.

Now write your answer to this Writing task in about 20 minutes. Your answer should be at least 150 words long.

The graph below gives the results of a survey showing what 1,000 young people did after leaving school between 2008 and 2012.

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

School leavers 2008–2012

Complete the rest of the answer with words and phrases from the box.

by just over by the same amount continuous and steady differences less marked more detailed most noticeable fluctuated significant changes stagnating the same

The graph below shows the percentage change in places where students lived over five decades.

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

Types of student accommodation, 1960s–2000s.
Unit 2  Colour my world

Reading   Section 2

1 Quickly read the passage below, which is about the colour purple. Match the names of the people (1–6) with the thing they do or did (a–e). There is one person who does not match any of the letters.

1 William Perkin
2 August Wilhelm von Hofmann
3 Simon Garfield
4 Queen Victoria
5 Dr Max Luscher
6 Julia Kubler

a believed that colours could be used to treat illnesses
b wrote a biography about an historical figure
c uses colours as a form of alternative medicine
d invented an artificial dye
e taught chemistry

A 19th century research chemist was trying to make medicine when, instead, he came up with a coloured dye that has ensured the world is a brighter place.

A Of all the colours, purple has perhaps the most powerful connotations. From the earliest cultures to the present day, people have sought to harness its visual power to mark themselves out as better than those around them. From bishops to kings, popstars to fashion models, its wearing has been a calculated act of showing off. In ancient Rome, for example, purple was such a revered colour that only the emperor was allowed to wear it. Indeed, an emperor who was referred to as porphyrogenitus, ‘born to the purple’ was especially important, since this meant that he had inherited his position through family connections rather than seizing power through military force.

B But why purple? At that time, purple dye was an expensive substance produced in a complicated, foul-smelling and time-consuming process. This involved boiling thousands of molluscs in water in order to harvest their glandular juices. The technique had originally been developed by the Phoenicians over a thousand years previously, and it hadn’t changed since. Cheaper but poorer quality purple dyes could be made from lichens using an equally messy and unpleasant procedure, but they were not as bright, and the colour quickly faded. It was no surprise, therefore, that good purple dye was a rare and precious thing, and clothes dyed purple were beyond the financial means of most people.

C However, times have changed. In the great consumer democracy of the 21st century, even the most humble citizen can choose it as the colour of their latest outfit. For that privilege, we must thank a young 19th century research chemist, William Perkin. A talented 15-year-old when he entered the Royal College of Chemistry in London in 1853, Perkin was immediately appointed as laboratory assistant to his tutor, August Wilhelm von Hofmann. He became determined to prove Hofmann’s claim that quinine, a drug used to treat fevers such as malaria, could be synthesised in a laboratory. However, rather than the cure desperately needed for people dying from malaria in tropical countries, he produced little more than a black, sticky mess that turned purple when dissolved in industrial alcohol. Perkin’s experiments could have been a complete waste of time, but to his surprise and, ultimately, financial benefit, his purple liquid turned out to be a long-lasting dye that was to transform fashion.

D Perkin repeated his experiments in an improvised laboratory in his garden shed, perfecting the process for making the substance he had called mauveine after the French mallow plant. It was, says Simon Garfield, the author of Mauve which details Perkin’s life and work, an astonishing breakthrough. ‘Once you could do that you could make colour in a factory from chemicals rather than insects or plants. It opened up the prospect of mass-produced artificial dyes and made Perkin one of the first scientists to
bridge the gap between pure chemistry and its industrial applications.’ It didn’t take long for the chemist, still only 18, to capitalise on his creation, patenting the product, convincing his father and brother to back it with savings, and finding a manufacturer who could help him bring it rapidly to the market. The buying public loved it, and clothes coloured with purple started appearing in shops up and down the country.

 Appropriately, considering the origins of Perkins’ colour, he was to receive a helping hand from the two most important women of the day. Queen Victoria caused a sensation when she stepped out at the Royal Exhibition in 1862 wearing a silk gown dyed with mauveine. In Paris, Napoleon III’s wife, Empress Eugenie, amazed the court when she was seen wearing it. To propel the scientist further on the way to a great fortune, the fashion of the time was for broad skirts that, happily for him, needed a lot of his revolutionary new dye.

E Perkins, ever the serious scientist, would have been among the first to point out that his mauve is just one of a range of colours described in everyday language as purple. Not itself a true colour of the spectrum – that position is given to indigo and violet – purple normally refers to those colours which inhabit the limits of human perception in the area between red and violet. Newton excluded the colour from his colour wheel. Scientists today talk about the ‘line of purples’ which include violet, mauve, magenta, indigo and lilac.

F In the alternative medical practice of colour therapy, which practitioners say can trace its origins back to ancient India, the ‘purple range’ colours of indigo and violet are vital. They refer to spiritual energy centres known as chakras and are situated in the head. The colours and their ‘medical’ qualities were first officially listed by the Swiss scientist Dr Max Luscher, who said that appropriately coloured lights, applied to specific chakras, could treat ailments from depression to grief. Julia Kubler is one of Britain’s leading colour therapists and has been using colours to treat patients at her clinic at Manningtree, Essex, for 15 years. Purple, she says, ‘is consistent with intuition and higher understanding, with spirituality and meditation. It combines the coolness of blue with a bit of red that makes it not just passive but active.’

It is hardly the most outlandish of claims for this most enigmatic of colours. Variously touted as the colour of everything from insanity to equality, it is enjoying a new role as the symbol of political compromise. Purple may have had its origins in the ancient world, but thanks to a young chemist, it still has a brilliant future.
Questions 7–10
Choose TWO letters, A–E.

Questions 7–8
What TWO points does the writer make about the colour purple and purple dye before William Perkin’s creation?

A It was only used to colour clothes.
B It was originally produced for Roman emperors.
C It was not easy to make.
D There were many different techniques used to make it.
E Some purple dyes were inferior to others.

Questions 9–10
What TWO things about William Perkin are true, according to the passage?

A He taught Chemistry at a college in London.
B He believed that quinine could be artificially produced.
C He extracted the substance for his dye from a common plant.
D He quickly realised the financial benefits of his new creation.
E He set a new fashion trend for large skirts.

Questions 11–14
Complete the summary below.
Choose NO MORE THAN TWO WORDS from the passage for each answer.

The purple range of colours plays an essential role in colour therapy, a form of 11 ........................................... . Colour therapy is said to have originated many years ago in 12 ............................. and is still used by colour therapists such as Julia Kubler, who uses it to 13 .............................. with various health issues. According to Kubler, purple 14 ........................ aspects of two colours, making it both active and passive.

Listening Section 2
1 You are going to hear the first part of a radio programme about a book on colour. Underline the key ideas around each gap in the table below and decide what information you need to listen for.

Questions 1–6
Complete the table below.
Write ONE WORD for each answer.

Spectrum by Alex Mackenzie

<table>
<thead>
<tr>
<th>Title of chapter</th>
<th>Theme</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘The hidden jungle’</td>
<td>How an animal’s colour and shape can conceal it when it hides or</td>
<td>Has some outstanding 2 ...........................</td>
</tr>
<tr>
<td>‘A question of choice’</td>
<td>Why people’s colour 3 ............................. differ from others.</td>
<td>A 4 ................................ test which involves readers grading things based on colour.</td>
</tr>
<tr>
<td>‘It’s all in the 5 .................................’</td>
<td>How our brain perceives colour.</td>
<td>Describes some 6 .............................. that the reader can do.</td>
</tr>
</tbody>
</table>

2 Now listen to the first part of the Listening passage and complete questions 1–6.

3 Read questions 7–10 below. Underline the key words or phrases in the questions and options.

Questions 7–10
Choose TWO letters, A–E.

Questions 7–8
According to the book, which of these TWO effects are red and orange believed to have on shoppers?

A They calm you down.
B They make you feel energetic.
C They give you an appetite.
D They make you feel enthusiastic.
E They encourage you to spend more.

4 Check your answers carefully. For Question pairs 7–8 and 9–10, make sure you have chosen TWO answers for each pair. For Questions 11–14, make sure that you have used no more than the maximum number of words allowed, your spelling is correct, and your answers make grammatical sense.
Complete the passage with phrasal verbs from the box. In one case, two options are possible.

Janice loved art, was a keen painter, and dreamt of becoming a famous artist. However, since she was brought up in a house surrounded by lawyers (her father, mother and elder brother all worked for the family’s legal business), it was generally expected that she would end up doing the same thing when she finished university. Her father frequently pointed out that working as a lawyer was one of the most satisfying jobs a person could have, and her mother set up a special bank account where the money they gave her each birthday could be put aside to see her through university and law school. Meanwhile, family meals were long discussions about the different types of law she should practise, with her parents finally coming up with Janice’s options to either corporate or family law.

Once at university, it didn’t take her long to realise that law wasn’t the profession for her, and after just one year at university she decided to leave education and set up a gallery where she could sell her pictures. She asked her parents how she should go about running a business like this, but disappointed with her choice, they refused to help. They just couldn’t understand why she had given up such a bright and promising future as a lawyer. Without their support, and without the right professional contacts, it was inevitable that her venture turned out to be a complete disaster, and she watched in dismay as all the money she had saved gradually disappeared.

However, she was an optimistic person, and knew that something would work out. And one day it did. Through a friend, she heard that a local advertising company was looking for an assistant in their corporate colour consultancy department. She applied for the job and was successful. Over the next few months, she worked out her duties diligently, displaying a degree of dedication and initiative that really impressed her employers. Consequently, when the company started looking for ways to attract more customers, Janice was one of the people they consulted. She was able to come up with lots of exciting and practical ideas, and as a result, customer numbers almost doubled within a few months.

Questions 9–10
Which of these TWO colours do people with a limited amount of money respond to the best?
A light blue  B purple  C orange  D pink  E red