

# Moving on

**Start-up** Use WB p80 for your notes.

▶ Older students have to start thinking about what they want to do after they leave school. Everyone hopes to do well in their exams whatever they are planning for the future. Making decisions and studying hard at the same time can be stressful.

◀ Students with practical skills might choose to work in a trade. Some companies take on apprentices who study in college one day a week and learn the job by working in the business for the rest of the week. Plumbers, electricians and hairdressers are often trained like this.

Are you interested in further studies after you leave school?

Would you prefer to study while working or to have several years of studying only?

Does the idea of studying away from home interest you? Why? / Why not?

What do you think would be the advantages and disadvantages of living at home while you study at a university?

## Reading

- You are going to read an extract from a diary.  
From whose point of view is a diary written?

## Vocabulary

- These words are in the story extract: *doctorate, daughter-in-law, fiancée, tongue-tied, paddling pool, neuroscientist, astrophysicist, summerhouse, awning.*  
Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *to get engaged, Harvard graduate, it goes without saying.*

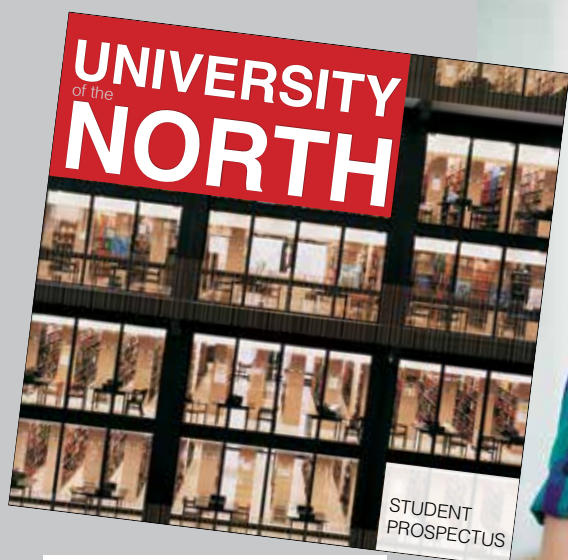
## Grammar

- You will learn about passive reporting verbs and how they are used.  
The men who were on the *Mary Celeste* are believed to have met a nasty end. Does anyone know what happened?

## Language practice

- Punctuation: brackets and dashes (revision) Which of these is normally used for formal writing and which for informal?
- Language use: You will learn common expressions with unusual tenses.  
It's time you did your homework. What work should you do this evening? List everything.

▶ Other students have a strong ambition to work in a particular field such as nursing. They have to complete a period of study then they go and work in a hospital where they learn more practical skills and apply their learning.



▶ Many students choose to continue their studies at a university. They have to decide which university and which course. There are hundreds of courses to choose from.

▶ If there is a university nearby, students can live at home while they study. It costs less and students know their surroundings. They have all the convenience and facilities of home.

### Grammar in use

- You will hear a conversation about going for an interview.  
**Think of three things you should do before your interview.**
- You will learn about echo tags and using them in conversation.  
**Change these phrases into negative questions: we can, he does, there is, you are.**  
**Change these phrases into affirmative questions: you won't, we haven't, it isn't.**

### Listening and speaking

- You will practise language for speculation. **Find out what speculation means.**
- You will listen to a conversation about arrangements in the absence of one of the festival committee members. **Who do you think is most likely to be absent and why?**

### Conversation focus 2.09

Liam is looking at university websites in the library when Kurt arrives.

- Listen to their conversation about the choices they are thinking about.
- Read the questions on Workbook page 80. Listen again and answer the questions.
- Talk in a group about different options for studying and training in the future. Use the photos and information on this page to help you, as well as any of your own ideas.

Ask: *Do you want to ...? What do you think about ...? Would you prefer to ...?*

Say: *I'm planning to ... I'd like to ... because ... I wouldn't like to ... because ...*

### Writing

- You are going to write diary extracts, before and after an important event.  
**Think of two important events in your life that you can remember well enough to know how you felt before and after each one.**



▶ A lot of students choose to go to a university far away. For many, it is the first time they have left home. It can be challenging but most students soon adapt and enjoy meeting people and making new friends.



### Monday 15th June

I have to meet someone that I don't want to meet. Anyone except me would be pleased to meet their brother's beautiful fiancée. When your successful older brother gets engaged, it's a time for celebrations, for congratulations, for families to get together, to meet and welcome each other into their lives and hearts in a spirit of friendship and generosity. That's the theory, anyway.

The trouble is, I'm hopeless at meeting anyone. Inviting me to present myself and (presumably) make a good impression on a Harvard graduate – who has just gained a doctorate in economics, by the way – is like asking a donkey to stand beside a champion race horse and feel good about it.

Serena (even her name sounds elegant – I'm still known as Bojo at home, which was fine when I was two and couldn't say my name but is now a complete embarrassment) will be coming for dinner – a special dinner – with Max, my brother, on Saturday.

In her honour, two aunts, two uncles, one grandmother and an assortment of cousins have also been invited. They, like my parents, are all keen to meet this prospective daughter-in-law who is already considered to be an asset to our family.

The preparations are underway. My mother has been scouring her recipe books for just the right combination of dishes.

'And it's time we spruced up the living room,' she insisted. Accordingly, new cushions have been bought for the sofa and a beautifully patterned rug for the floor.

'Over-priced,' says my father.

'Sets the cushions off a treat,' says my mother.

### Thursday 18th June

I haven't written anything for two days. Since Tuesday I've been wondering how to talk to my parents about my university course and I still haven't found the right approach. Now that Max is a successful corporate lawyer (he met Serena when she was commissioned to write a business plan for the law firm), my parents are keen to see me following in his footsteps – or, perhaps now, her footsteps. Neither of these is the path I want to follow and it's difficult to tell them about the literature and creative writing course I've found.

Even if I'd decided to be a neuroscientist, an astrophysicist, a brain surgeon or a circus clown, I doubt that they would have found time to listen to me this week. The house has been a hive of activity with cooking, cleaning and polishing continuing apace. While I'm more than happy to be out of the limelight, I have to take my completed application form to school on Monday so there isn't much time.

I don't think I'm going to have an opportunity to raise this before Saturday evening. Looking on the bright side, perhaps meeting Serena will put Mum and Dad in such a good mood that it will be easier to talk to them afterwards.

On the other hand, perhaps having met her, they'll be even firmer that I should follow this kind of career and react badly to my idea. I really don't know what to do.

I'm bound to look a mess beside Serena. In her photos she looks poised and confident, and very attractive, of course (that goes without saying). I know I'll appear tongue-tied and awkward. I can't imagine a worse prospect than Saturday evening.

### Sunday 21st June

Yesterday was quite a day!

It had been getting hotter and hotter during the last week. Mum decided we would eat outside in the cool of the evening so a long table was laid out in the garden. A blue and white striped awning was fetched from the summerhouse and put up over the table.

Grandma and my elderly aunts arrived first, followed by numerous cousins. When Max and Serena arrived the hubbub fell silent as the introductions were made. Serena looked absolutely stunning in a deep shade of rose pink.

'She'll make a beautiful bride!' Grandma whispered eagerly to Aunt Lena.

'She will, won't she?' Aunt Lena readily agreed.

When I was introduced to Serena I smiled shyly and went red, clashing unattractively with her dress.

My grandmother was dubious about eating outside. 'Storms will often break a spell of hot weather,' she warned. My parents waved her concerns aside and we trooped into the garden. We were more than half-way through dinner, when there was a terrific crash from the sky.

'That'll be thunder,' said Grandma, sagely.

A second clap followed, louder than the first and suddenly the heavens opened. My father and brother hurriedly helped the old ladies towards the house; cousins grabbed whatever plates and bowls they could from the table and sped indoors. I was about to follow when a sudden gust lifted the awning and threatened to fly it away over the houses. I grabbed two poles and clung on. The awning stayed put. Then I saw Serena holding tightly to the poles on the other side. We stared at each other for a moment then laughed. The awning started to sag and fill with water like a paddling pool. It got heavier and heavier, then too heavy to hold. At the same moment we let go and the awning fell to the ground in a cascade of water. Rain fell in torrents. I grabbed Serena's hand and we dashed into the summerhouse.

We got talking – there's not much else to do when you're stranded in a summerhouse – and she asked me about myself and my future plans. I told her my parents had strong views about my career. 'They want me to take up a profession and be successful like you and Max are,' I told her.

'They don't, do they?' She sounded genuinely surprised. She told me that Max had shown her some of my work that was published in the school magazine. She thought I could be successful like myself not like her or Max or anyone else.

Serena and Max are coming to lunch today. I think I'm feeling brave enough to start talking to Mum and Dad about my application. Even if it doesn't go well, I know who I can talk to for advice.

It's funny how things turn out. Talking to Serena in the summerhouse was just like having a chat with a friend. She was still wearing the beautiful pink dress but it was soaking wet, just like mine. She still looked lovely – not like me – but somehow that didn't matter anymore.

I should know by now that you can't always judge by appearances, that if you make assumptions about people without knowing them you can get things completely wrong. I probably should stop making assumptions about my parents and what they are likely to think. I probably should stop making assumptions about what I can and can't do and I definitely should start believing in myself a bit more.

## 1 Answer the questions.

- 1 What usually happens when a couple gets engaged?
- 2 What educational qualifications does Max's fiancée have?
- 3 By what name is Bobbie-Jo known at home and what does she think about it?
- 4 What do Bobbie-Jo's family already think about Serena?
- 5 What is Max's job and what is Serena's most recent work?
- 6 What course does Bobbie-Jo want to take at university?
- 7 How does Bobbie-Jo think she will appear on Saturday evening?
- 8 Which other people have been invited to the family dinner?
- 9 What did most of the family do when the storm began?
- 10 How did Bobbie-Jo and Serena come to be together in the summerhouse?

## 2 Read the phrases and choose the best meaning, a or b, for each one. Answer the questions.

- 1 *a hive of activity*  
a a centre for specific actions      b a very busy place
- 2 *out of the limelight*  
a not the centre of attention      b away from the activities
- 3 *the heavens opened*  
a dark clouds in the sky      b it started raining hard

Are the phrases 1–3 above metaphors or similes?

What is the difference between these two language features?

## 3 Discuss these questions about the style and language of the diary entries.

- 1 What simile does Bobbie-Jo use to express how she will feel when presented to her brother's fiancée?
- 2 What impression does the reader get of the characters of:  
• Bobbie-Jo's mother? • father and grandmother? • Serena?  
Think of two adjectives or phrases not used in the diary entries to describe each of them.
- 3 How formal do you think Bobbie-Jo's style of writing is?  
Find at least three different language features in the text to justify your answer.

## 4 Discuss your answers to these questions.

- 1 What reasons can you find to explain why Bobbie-Jo is not keen on meeting her brother's fiancée?
- 2 What worries does Bobbie-Jo express at the start of the second diary entry?
- 3 The name Serena comes from the word *serene*. What does *serene* mean?
- 4 Why was Serena surprised that Bobbie-Jo's parents wanted her to have a professional career like hers or Max's?
- 5 How do you think Bobbie-Jo's parents will react when she tells them about her preferred university course?

## 5 What do you think?

- 1 If you were going to meet an older brother or sister's fiancée/fiancé, how would you feel about it? Give reasons for your answer.
- 2 Do you think Bobbie-Jo's feelings about meeting Serena are understandable? Why? / Why not?
- 3 Do you think Serena and Bobbie-Jo are going to be good friends or not? Give reasons for your answer.

## 1 Read.



On Saturday Bobbie-Jo's family will finally get to meet Serena. Max hasn't said much about her but Bobbie-Jo's grandmother, aunts, uncles, cousins – not to mention her parents – seem able to talk about little else. Rumours abound. She **is thought to have been born** in India. She **is believed to be** stunningly beautiful. Her parents **are said to be living** in the Middle East. Her father **is rumoured to have made** a fortune in the oil business.

One thing is certain: she is exceedingly intelligent. She has just gained a doctorate in economics from Harvard, which **is**, of course, **acknowledged to be** one of the best universities in America.

Bright, beautiful, elegant, wealthy, successful, cultured and charming – she **is** already **considered to be** an asset to the family. They can't wait to meet her but Bobbie-Jo is dreading it.

2 Cover the text in Activity 1. Read the statements and write **T** (true) or **F** (false). Compare your answers and correct the false statements.

- 1 Max's family knows a lot about Serena. ....
- 2 Serena is thought to have been born in the Middle East. ....
- 3 Her father is thought to be very wealthy. ....
- 4 She is known to be extremely intelligent. ....
- 5 The family have no interest in meeting Serena. ....
- 6 Bobbie-Jo is looking forward to meeting her. ....

## 3 Change the following sentences as in the example. Start your sentences with the underlined words.

- 1 People say that Serena is very charming.  
*Serena is said to be very charming.*
- 2 People believe that her family lives abroad.
- 3 People think that Bobbie-Jo is planning a career like her brother's.
- 4 Everyone knows that Serena worked hard for her doctorate.
- 5 People assume that she was living in the USA for several years.
- 6 Everyone acknowledges that Harvard is an excellent university.
- 7 People feel that Max and Serena are employed by successful companies.
- 8 There is a rumour going round that Max has been offered a new job.

## 4 Report these statements using passive reporting verbs as in the example.

- 1 'Venice is totally unique.' (is considered)  
*Venice is considered to be totally unique.*

- 2 'Medicine is a demanding profession.' (is acknowledged)
- 3 'Innumerable plants and animals live in the rainforests.' (are known)
- 4 'Some rare species are dying out.' (are thought)
- 5 'An earthquake destroyed the village.' (is believed)
- 6 'Nobody was living there.' (is assumed)
- 7 'The gallery is visited by large numbers of tourists.' (is said)
- 8 'This picture was painted by Picasso.' (is rumoured)

## 5 Use your own ideas to complete the sentences.

- 1 Everest is known to ...
- 2 Taking regular exercise is considered to ...
- 3 Dinosaurs are believed to have ...
- 4 The ancient Egyptians are said to have ...

**Passive reporting verbs** can be used when talking about what people think or know.

Talking about the present:

*He is considered to be an excellent businessman.*

*They are believed to be living in Brazil.*

*Serena is said to be paid a high salary.*

Talking about the past:

*The woman is known to have gone abroad.*

*She is thought to have been working as an economist.*

*The diamonds are rumoured to have been stolen.*

The following verbs are often used in this way:

*said, thought, known, considered, believed, assumed, felt, acknowledged, rumoured*

## A Punctuation Brackets and dashes

### Remember!

Brackets and dashes are used to separate parts of a sentence that introduce extra information that could be left out.

### Brackets

Brackets are used in formal writing. Bobbie-Jo sometimes uses a formal style and brackets, e.g. *In her photos she looks poised and confident, and very attractive, of course (that goes without saying).*

### 1 Find another example where Bobbie-Jo uses brackets.

### Dashes

Dashes are used in informal writing and journalistic writing such as newspaper and magazine articles. Bobbie-Jo often uses an informal style, e.g. *We got talking – there's not much else to do when you're stranded in a summerhouse – and she asked me about myself and my future plans.*

### 2 Find another example where Bobbie-Jo uses dashes to enclose extra information.

A single dash can be used to introduce an afterthought, e.g. *... my parents are keen to see me following in his footsteps – or, perhaps now, her footsteps.*

### 3 Find another example of an afterthought introduced by a single dash.

### Note

In a single sentence

- it is not usual to use two pairs of brackets immediately next to each other.
- it is not usual to use two pairs of dashes.

### 4 Read this sentence and find examples of brackets and dashes enclosing extra information. Which information is an afterthought introduced by a single dash?

Serena (even her name sounds elegant – I'm still known as Bojo at home, which was fine when I was two and couldn't say my name but is now a complete embarrassment) will be coming for dinner – a special dinner – with Max, my brother, on Saturday.

## B Language use Expressions with unusual tenses

### It's time + past tense

This is a common conversational structure, e.g. *... it's time we spruced up the living room.*

### 1 Read these examples then make up two sentences of your own.

*It's time we left.*

*It's time you went to bed.*

*It's time you bought a watch!*

What time is it?



These phrases express annoyance or criticism, e.g. *Your room's a mess! It's high time you tidied it.* *The economy! It's about time the government took action.*

### 2 Complete these sentences with ideas of your own.

Your hair is too long. It's ...

You haven't been working hard enough. It's ...

### Future tense based on present facts

The future tense is often used to explain present events based on factual evidence, e.g. *We were more than half-way through dinner, when there was a terrific crash from the sky.* *'That'll be thunder,' said Grandma, sagely.*

### 3 What was the evidence for Grandma's remark?

### 4 Look at these dialogues with the present continuous and the present perfect.

A: Listen! The doorbell is ringing.

B: That'll be the pizza delivery I ordered an hour ago.

A: Your mobile has just sounded.

B: That'll be a text from Anna. I'm expecting a message from her.

### Now make up two examples of your own.

### Future tense for predictable events

The future tense can be used for events that are known to happen based on past experience, e.g. *Storms will often break a spell of hot weather.*

### 5 Make up a similar example of your own.

The same structure can be used for predictable habitual behaviour of animals and wildlife, e.g. *Bears will often steal honey from bees.*

### 6 Think of a true example of your own.

## 1 Listen and read.

**Todd:** Hi, Tasha! You're looking very cheerful.

**Tasha:** I've had some great news. I got an email from the University of London about the course I want to do. They've invited me to go to London for an interview next month.

**Ramon:** Oh, wow! That's fantastic!

**Tasha:** **It is, isn't it?** I'm so excited. The only problem is I should be helping you guys with the festival but I'll be away for about a fortnight. I won't be able to help much.

**Ramon:** **You won't, will you?** Never mind. We'll manage without you somehow!

**Rudi:** When do you leave?

**Tasha:** In a few days' time. Actually, I'm really nervous.

**Todd:** **You aren't, are you?** There's no need to be.

**Tasha:** Yesterday I told my mum I wasn't going.

**Rudi:** **You didn't, did you?** You're crazy!

**Tasha:** Don't laugh! I'm not joking.

**Lucie:** **But you are, aren't you?** You'd be mad to miss an opportunity like this!

**Tasha:** I know. It's just that it's such a good course. So many really talented people will be applying for a place. Am I good enough?

**Todd:** Of course, you are! Stop fishing for compliments!



## 2 Cover the dialogue and answer the questions.

- 1 Why is Tasha looking cheerful?
- 2 What has she been invited to do?
- 3 How long will she be away?
- 4 Will she be able to help with the festival?
- 5 What did she tell her mum?
- 6 Why did she do that?

## 3 Respond to the following statements. Use echo tags to show agreement as in the example.

- 1 It's a beautiful day. *It is, isn't it?*
- 2 Alice plays the piano really well.
- 3 We're going to have such a fantastic holiday.
- 4 Joe will make an excellent team captain.
- 5 The film wasn't very good.
- 6 Tom sang a very funny song.
- 7 Harry can speak fluent Spanish.
- 8 Annie didn't say goodbye.

## 4 Respond to the following statements. Use echo tags to show disbelief as in the example.

- 1 Harry's broken his leg. *He hasn't, has he?*
- 2 Lucy failed her exam.
- 3 I can't swim.
- 4 There's an elephant in the garden.
- 5 Robert speaks ten languages.
- 6 Tasha won't go to London.
- 7 It's pouring with rain.
- 8 A fire has broken out in the science lab.

## 5 Respond to these statements. Use echo tags first to show agreement and then to show disbelief.

- 1 Gustav seldom makes mistakes.
- 2 I've never been abroad.
- 3 Joe can hardly walk.
- 4 My grandparents hardly ever took a holiday.
- 5 Wolves rarely attack people.
- 6 The customers scarcely ever complain.

**Echo tags** are used in conversation to show:

1 agreement

*A: It's a lovely day.*

*B: It is, isn't it?*

*A: Joe doesn't look well.*

*B: He doesn't, does he?*

If the first statement is affirmative, the first part of the response is also affirmative. If the first statement is negative, the first part of the response is also negative.

2 disbelief

*A: Tasha is nervous.*

*B: She isn't, is she?*

*A: I don't like ice cream.*

*B: You do, don't you?*

If the first statement is affirmative, the first part of the response is negative. If the first statement is negative, the first part of the response is affirmative.

**Remember** that words like *never*, *rarely*, *hardly*, *scarcely ever* make sentences negative.

*A: It rarely snows in May.*

*B: It doesn't, does it?*

(agreement)

*A: Tasha is never nervous.*

*B: She is, isn't she?*

(disbelief)

**Look at the examples of echo tags in the dialogue. Which ones show agreement and which disbelief?**



# Listening and speaking

Where is Rudi? Why isn't he here?



**Functions of English** speculating (guessing) about the present and the past

## 1 Look at these expressions.

Speculating about the present	
He must be ill.	He must be sleeping.
He might / may / could be ill.	He might / may / could be sleeping.
He can't be ill.	He can't be sleeping.

**Work in pairs. Think of more reasons for Rudi's absence using expressions like those in the table above. Remember! You are talking about the present!**

## 2 Look at these expressions.

Speculating about the past	
He must have missed the bus.	He must have been working late last night.
He might / may / could have missed the bus.	He might / may / could have been working late last night.
He can't have missed the bus.	He can't have been working late last night.

**Work in pairs. Think of more reasons for Rudi's absence using expressions like those in the table above. Remember! You are talking about the past!**

## 3 Think about it.

- Which expressions show that you are certain (or almost certain) that you are right?
- Which expressions show that perhaps this is the reason for Rudi's absence?
- Which expressions show that it is impossible for this to be the reason?

## 4 Group conversation

**Work in small groups. Use expressions like those in both tables to talk about the following situations:**

- 1 Your friend is looking very upset. Can you guess why?
- 2 There is a barrier across the street and the police are not letting anyone pass. Why?
- 3 A member of your class hasn't been at school for several weeks. Can you guess why?
- 4 There is an extremely large parcel on your teacher's desk. Can you guess the reason?

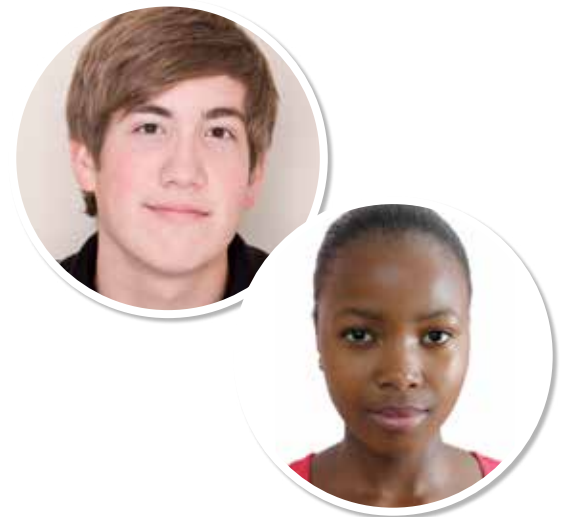
## Listening comprehension

### 1 Listen to the festival committee having a conversation. Answer the questions.

- 1 Which member of the committee is not present?
- 2 What do the committee members need to discuss?

### 2 Read the questions. Listen again and answer the questions.

- 1 Where are they meeting?
- 2 Why aren't they in the library?
- 3 Which aspects of the festival was Tasha responsible for?
- 4 How might Gustav help the committee?
- 5 Why would he be a good choice?
- 6 What does Lucie offer to do? Why can she do this?
- 7 What did Tasha give to Todd?
- 8 Who has heard from Tasha?
- 9 What might have happened to her?
- 10 Why does Lucie want to hear from her?



### 3 Talk about it.

- 1 Do you think the committee will manage without Tasha? Why? / Why not?
- 2 How do you think Tasha is spending her time in London?
- 3 Have you ever had an interview? Describe what happened.

## Autobiographical writing

You have read diary extracts that are a form of **personal recount**. The extracts include **autobiographical details**, **thoughts and feelings about the present and the future**, and **reflection on what has happened in the past**.

### Checklist

- ▶ **1st person** A diary is autobiographical. The writer records things about his/her own life.  
Find examples of the first person in Bobbie-Jo's diary entries.
- ▶ **Tenses** The writer uses:
  - **present tenses** for the situation as it is now
  - **past tenses** for reflecting on things that have happened
  - **future tenses** for thinking about things to come
 Find examples of each tense in the extracts.
- ▶ **Facts** The writer records the **facts** of things that have happened and things that are going to happen; people involved in her life.  
Find examples of factual information about:
  - the Saturday celebration – reasons / preparations
  - Max
  - Serena
- ▶ **Thoughts and feelings** People who keep a diary often record **thoughts and feelings** that they wouldn't admit to family and friends.  
What does Bobbie-Jo admit to her diary about:
  - meeting Serena?
  - herself?
  - her future plans?
- ▶ **Reflection** An important part of a diary is the opportunity it gives the writer for **reflection**. Bobbie-Jo has written about meeting Serena and the celebration of the engagement before it happens. She has expressed how she feels about it. She then writes about it after the event and reflects on how she now feels about it.  
Discuss Bobbie-Jo's feelings after the event.
  - Did it turn out as she expected?
  - Was it better or worse?
  - Has it affected her future plans? In what way?
  - What lesson has she learnt?



### Writing assignment

You have read extracts from Bobbie-Jo's diary. You are now going to write two diary extracts:

- the first before an important event.
- the second after the important event.

Go to pp88-89 in your Workbook for help with your planning.

# Life skills 2

## Personal statement

When you are applying for a job or educational course, it is a good idea to send a **personal statement** with your CV. The aim of a personal statement is to make it clear that you are a suitable applicant for the specific job or course.

### Getting started – the first draft

- Make sure you have read and understood the details of the course / job you are applying for.
- Think about what sort of person the college / company is looking for.
- Think of yourself as a 'product' that you want people to buy!
- Begin by repeating the personal details from your CV so that if it gets separated from your CV, people will still know who it is from.
- Open with a strong statement:  
*For as long as I can remember ... NOT I am a student at ...*
- Write in the first person:  
*For as long as I can remember, I have been passionate about working with animals.*
- You need to make clear:
  - Why you are interested in the course / job.
  - What skills and achievements make you a suitable applicant.
  - What your future ambitions are.

### Proofreading

Your personal statement must be accurate – no spelling, grammar or punctuation mistakes!

Spot as many mistakes as you can at the first draft stage.

You will need to proofread it again when you think you have made your final copy!

### The final copy

#### The look of your personal statement

Your personal statement should be well laid out and easy to read.

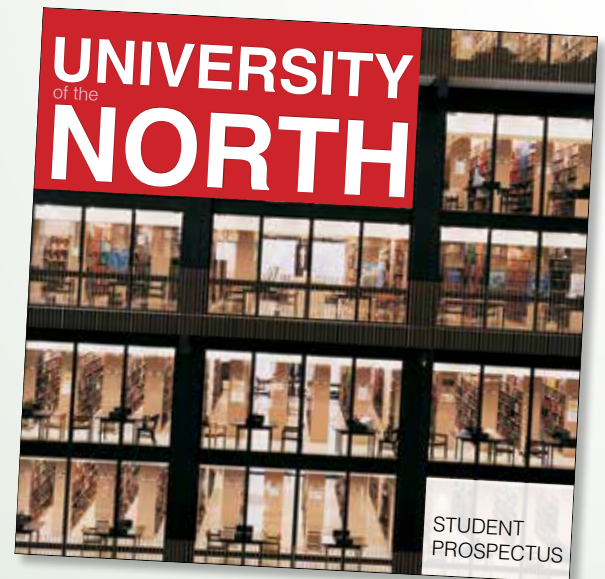
- Choose a clear font such as Arial, Georgia or Geneva.  
Don't use **Comic Sans** or **Chalkduster!**
- 12pt is a good size.
- Use 1.5 spacing so that it is easy to read.
- Aim for 150 words as a maximum length.

#### The content of your personal statement

It should be:

- informative – Will the person reading it get to know a lot about you?
- impressive – Will your personal statement stand out from all the others?
- concise – Have you got straight to the point and not rambled on?

*And finally ... read your personal statement out loud. Would you be interested in this person?*



Read and discuss this good example of a personal statement. Read the notes carefully. They will help you with the Workbook assignment.

Kurt is applying for a two-year course to study English Language and Journalism at Bay City University.



## PERSONAL STATEMENT

Kurt Asper

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Tel: 01234 56789      Mobile: 077111 666111

Email: ka@home.com

During secondary school, I have enjoyed studying various subjects but none has captured my interest and enthusiasm as much as the study of English Language that I began at the age of six.

Last year, I was able to fulfil one of my ambitions and spend some time in London. I took a part-time job to fund the trip as I was determined not to miss the opportunity of learning from native speakers and experiencing British culture. I am sure that this helped me to my success at IGCSE.

I intend to pursue a career in journalism and the course offered at your college would be a valuable next step for me. I have been involved with the school's newspaper since the first year, progressing from proofreader to editor, and learning the skills of team-work, leadership and the importance of the dreaded deadline!

Kurt Asper

Bold capitals

Large font for name

Other personal details set out to save space

Shows interest in various subjects but real enthusiasm for the one the course covers

Shows Kurt is serious about improving his English

Reminds the reader of his good grade at IGCSE

Kurt is clear why he is applying for the course

Highlights skills and experience he has already acquired