

Answer key

1 Building a career

1.1 About business The education business

1 telemarketing, personal referrals, weekends at Harvard, mail shots, travelling shows

- 2**
- 23,000 applications for the new academic year
 - 9% of applications were accepted
 - 80% ultimately decided to attend
 - 10% of admitted students came from abroad
 - 35 staff in Fitzsimmons' team
 - \$43,700 – the annual tab for tuition, room and board
 - \$60,000 – parents who make less aren't expected to pay
 - 8000 alumni volunteers

- 3**
- Purchase high school juniors' names from examination boards.
 - Send 70,000 or so letters to high school juniors.
 - Visit 140 US cities and travel to other countries.
 - Send out 8,000 alumni volunteers to identify possible candidates.
 - Sort applications and give a score from one to six.
 - Local subcommittees discuss the case for and against each candidate.
 - Professors, alumni, and students lobby successful candidates by phone.
 - Invite applicants to spend a weekend at Harvard in April.

- 4**
- speaker 3
 - speaker 1
 - speaker 4
 - speaker 2

1.2 Vocabulary Education and career

- 1** gain 2 acquire 3 improving 4 boosting 5 have
6 going to 7 making 8 receive 9 obtain 10 enhance

2 I worked in several departments and gained knowledge about all aspects of the business.
I believe this job will allow me to acquire new skills and boost my earnings.
My gap year in the States definitely improved my employability, and working for IBM certainly enhanced my CV.
On my Business Studies course I received tuition from practising managers and obtained experience on work placements.

- 3**
- finance
 - arrange
 - borrow
 - support
 - obtain
 - win
 - subsidise

4 Student A:
I wasn't a very motivated student when I was younger, so I failed my exams in 1999 and had to retake them the following summer. I'd already decided I wanted to take a gap year then go to business school, so this time I completed all the coursework and revised thoroughly; I passed easily. I spent a year abroad as an assistant in a secondary school and then went to business school – I'd already applied and successfully attended an interview before revisiting my exams.
In my second year as an undergraduate, I spent a semester as an intern at Hewlett Packard, which was very rewarding. In fact, I went straight into a job at HP after I graduated the following June. They encouraged me to do a Master's degree by correspondence – I just have to finish writing a dissertation. I need a break now, but I may take a sabbatical to study for an MBA in a few years' time.

5 Student B:
I wasn't a very motivated student when I was younger, so I had to retake my exams in 2000 after I failed them the year before. I'd already decided that before going to business school I wanted to take a gap year. I passed easily because this time I completed all the coursework and revised thoroughly. I'd already applied and successfully attended an interview at a business school, so after revisiting my exams I spent a year abroad as an assistant in a secondary school.
I spent a semester as an intern at Hewlett Packard in my second year as an undergraduate, which was very rewarding. In fact, after I graduated the following June I went straight into a job at HP. I'm now writing a dissertation for a Master's degree by correspondence which HP encouraged me to do. I may take a sabbatical to study for an MBA in a few years' time, but I need a break first.

- 6**
- contacted
 - presented
 - recruited
 - trained
 - met
 - succeeded
 - designed

- 8** implemented
9 managed / motivated
10 motivated / managed
11 chained
12 drew up

- 13**
- to be resting, to take a sabbatical
 - to be laid off, to be made redundant
 - to be promoted, to join a company
 - to quit, to give in your notice
 - to be on assignment, to be transferred
 - to be suspended, to be dismissed

- 14**
- He's intending to quit his job because his company keeps giving him assignments in different countries. He needs to give in his notice three months before he can leave.
 - She was laid off when they modernised the company, then made redundant when they couldn't find any work for her.
 - He's been suggested for not wearing a safety helmet, but he thinks the company want to dismiss him.
 - He joined the company four years ago and has just been promoted.
 - She's on secondment in Paris, and she's being transferred to Vancouver.
 - He's resting at the moment, and considering taking a sabbatical to write a book.

Name: Bob	Name: Lucy	Name: Mel
Problem: Started up successful electronics company. Resigned when he disagreed with his CEO. Sell shares? What next?	Problem: Previously worked as assistant teacher. Promoted when she wrote stories at work. Do creative writing course, or look for another job?	Problem: Designed and sold product to local govt. When in high school. Drop out of prestigious business school to start own business?

1.3 Grammar Tense review

1 When I left school I wasn't sure what to do next. I had applied for a place at university, but while I was revising for my exams I had already decided that I didn't feel ready for university. I had read a lot about East Africa, and one day when I was watching a TV documentary about Ethiopia, I suddenly knew that that was where I was going. In fact it was while I was working with an NGO in Ethiopia that I became interested in business.

- 2**
- have just finished
 - am currently working
 - consider
 - has left
 - have agreed
 - have been designing
 - have been looking
 - seems

- 3**
- If I get the job, I will try to make myself available as soon as possible, but I wouldn't be able to start immediately unless HPC agreed to let me go.
 - You see, if I make a commitment, I do my best to respect it.
 - If by any chance the job were based in Kenya, I would take it anyway, even though I'd prefer to use my *Ambulic*.

4 In the short term, I hope (1) I'll become a department manager quite quickly. We learn a lot about management on the MBA, and (2) I'm going to put the theory into practice as soon as I can. On the personal front, (3) I'm getting married next June; over the next couple of years my fiancé (4) is going to write TV and movie scripts, so (5) he is going to be totally mobile and happy to move as necessary.

- 5** Exercise 5
- | | |
|---------------|--------------------|
| usually | present simple |
| currently | present continuous |
| always | present simple |
| at present | present continuous |
| at the moment | present continuous |
| often | present simple |

- 6** Exercise 6
- | | |
|-----------|-----------------|
| ever | present perfect |
| in | past simple |
| never | present perfect |
| ago | past simple |
| already | present perfect |
| (not) yet | present perfect |
| when | past simple |
| just | present perfect |

Answer Key To Vistas Supersite Lesson 10

N Colangelo



Answer Key To Vistas Supersite Lesson 10:

The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle, Shannon Sauro, 2017-06-28 The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook, consisting of four parts: language teaching and learning through technology; the technology pedagogy interface; technology for L2 assessment and research; and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language, including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials developers, and researchers.

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