

# Connectivity

LEVEL 5

Workbook

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 GSE  
Global Standard of English

# Planning for a Career

## Preview

- 1 Read the text. Complete the questionnaire.

### Find Your Dream Job

Do you have your dream job? If not, and you're thinking of changing careers, or if you're just getting started in the working world, this worksheet can help you focus on what you really want to do. Take time to really think about the questions—your answers could determine your future!

1. If you could study any subject, what would it be?
2. What do you think are your strengths?
3. Ask your friends and family for their opinions about you. What do they think are your strengths?
4. If you suddenly had enough money that you didn't have to earn a living, what would you do with your time?
5. What are your hobbies?
6. Do you like working with people? Or do you prefer to work on your own?
7. Do you prefer working outdoors or inside? In an office or in a setting where you're not tied to a desk?
8. Think about your friends and family. Does anyone have a job that you'd like to have? What is it?
9. What's a job you'd like to do, but you haven't considered it because you don't have the necessary education or training?

Now look at your answers. Do any skills, jobs, or work settings jump out at you? If not, what do your answers have in common? Is there a skill or an area of study that appears often in your answers? At the very least, your answers should give you food for thought about your ideal career.



**2** Complete each conversation with a word or phrase from the box. There are three extra choices.

Better late than never    bragging    buckle down    clinched it    don't take it personally    I aced it  
I mean that as a compliment    it was a no-brainer    putting it off    right up your alley    what it takes

- 1 A: So, how'd you do on the chemistry exam?  
B: I got a 100! .....
- 2 A: How are you going to get all your work done? You have so much to do.  
B: I've just got to ..... and do it. It can't be late.
- 3 A: You've been talking about changing careers, but you still haven't filled out the application.  
B: I know. I keep ..... because I'm afraid I might not be qualified.
- 4 A: I'm glad you accepted that job offer at the university.  
B: Well, ..... The benefits are fantastic.
- 5 A: What do you think about the new position opening up in marketing?  
B: I think it's ..... You should definitely apply.
- 6 A: Do you think Karl has ..... to be a lawyer?  
B: Yes, I do! I think he would be amazing.
- 7 A: I can't believe you finally achieved your goal as an entrepreneur.  
B: ..... I couldn't have done it without your support.
- 8 A: I hope Sharon didn't think I was ..... about my test score.  
B: Of course not. She knows how concerned you were about getting a good grade.

**3** Answer the questions with your own information.

- 1 Have you ever considered changing your career or course of study? Why or why not?  
.....
- 2 What job do you see yourself doing in ten years?  
.....

**LESSON 1**

**1** Read the article. Notice the underlined verbs.

## The Brooklyn Bridge: A Story of Triumph

Already an accomplished bridge designer in the mid-1800s, John Roebling wanted to pursue his greatest challenge yet: building a bridge connecting Manhattan with rapidly growing Brooklyn. However, this would be no ordinary bridge. It would span the East River, which flows in more than one direction and can be navigated by ships. The bridge would have to be tall enough for ships to pass under. Roebling's idea was not well received. No



*The Brooklyn Bridge connects the boroughs of Manhattan and Brooklyn in New York City.*

one had done anything like it, and experts claimed it was impossible. Many people even doubted the necessity of the bridge.

But Roebeling persevered, and he drew up plans for the longest suspension bridge in the world at that time. In 1869, construction began. Roebeling had been working on the construction site for only a month when his foot was crushed in a tragic accident. Weeks later he died of complications from the injury. John's son Washington, also an engineer, took over.

Another tragedy soon emphasized the hazards of the project. One stage of construction required workers to go below the river. The effects of the changes in air pressure

going from under the river to the surface killed several men and left Washington Roebeling paralyzed and unable to speak. But Washington wasn't giving up. He could move one of his fingers a little. He slowly developed a code of communication with his wife Emily by tapping his finger on her arm. With her remarkable assistance, Washington continued to direct the project from his home. Emily took up studies in engineering to better understand Washington's plans. For thirteen years she oversaw work at the construction site.

Even before its opening on May 24, 1883, the bridge had come to symbolize triumph and ingenuity. Today the Brooklyn Bridge remains a tribute to perseverance and determination.

Complete the chart. Write the underlined verbs from the article in the correct categories.

Simple past	Past perfect	Past continuous	Past perfect continuous
wanted			

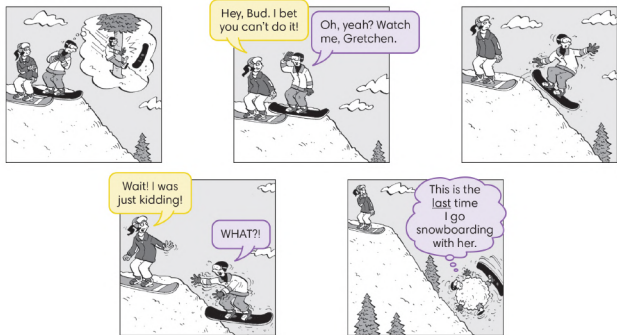
2 Complete the sentences. Use the correct form of each verb in parentheses.

- John Roebeling ..... ( try ) to convince people of his plans for the bridge long before the project ..... ( become ) a reality.  
past perfect continuous  
simple past
- John ..... ( die ) before his son Washington ..... ( take over ) as chief engineer.  
simple past  
simple past
- Construction of the bridge ..... ( lead ) to tragedies and triumph in the Roebeling family.  
simple past
- Emily Roebeling ..... ( study ) engineering while her husband Washington ..... ( give ) orders for her to carry out.  
past continuous  
past continuous
- Emily ..... ( help ) Washington for thirteen years before the bridge ..... ( be ) finally complete.  
past perfect continuous  
simple past

**3** Read each sentence. Circle the action that occurred first.

- 1 She was taking a nap when suddenly the alarm clock woke her up.
- 2 I had called the office three times before I finally got hold of someone.
- 3 Maribeth decided to take action when she got tired of waiting.
- 4 By the time I found out the news, everyone else had heard about it.
- 5 Dr. Stone was waiting for a phone call when someone knocked on the door.
- 6 They had sent several messages to the company before they got a response.
- 7 Blakelee had been engaged to someone else when she met Jonathan.
- 8 When the package finally arrived, they'd been expecting it for three weeks.
- 9 Jack saw the ad when he was looking through the newspaper.
- 10 It had been raining for two weeks when the sun finally came out.

**4** Look at the cartoon. Then complete the sentences. Use appropriate tenses (simple past, past perfect, past continuous, or past perfect continuous) and the verbs in parentheses. Some may have more than one correct answer.



- 1 Bud ..... ( consider ) snowboarding down the mountain when Gretchen ..... ( dare ) him to do it.
- 2 Before Gretchen ..... ( say ) he should do it, Bud ..... ( think ) that snowboarding down the mountain was probably a bad idea.
- 3 Bud ..... ( start ) to snowboard down the mountain before Gretchen ..... ( tell ) him to stop.
- 4 When he ..... ( hear ) Gretchen yell, Bud ..... ( get ) really nervous.
- 5 While he ..... ( roll ) down the mountain, Bud ..... ( decide ) never to snowboard with Gretchen again.

## LESSON 2

### 1 Complete the sentences. Circle the correct words.

- I believe Miles applied ( in / for / by ) a teaching position at the university.
- Did you hear that Jordan has enrolled ( in / into / on ) cooking school?
- Hiroe was studying engineering, but last year she switched ( up / for / to ) physics.
- Isaac was accepted ( on / into / up for ) medical school when he was only 18 years old.
- Katherine has always been interested in the environment, so she's decided ( by / for / on ) a career as a conservation scientist.
- Florence took ( up / up for / for ) the violin a few months ago, and she's already been invited to join the school orchestra.
- Aaron is planning a trip to Rome, so he's signed ( up for / into / for ) a class in conversational Italian.
- Susanna applied ( in / for / to ) four law schools and unfortunately was rejected ( on / by / up ) them all!

### 2 Read the text. Complete each sentence with a phrase from the box.

apply for	apply to	be accepted into	be rejected by
decide on	enroll in	sign up for	switch to
			take up

Some high school students are encouraged by their parents and teachers to (1) ..... a career. Making that decision early allows them to (2) ..... the most useful programs and classes available at their high school—programs and classes that may help them (3) ..... the university of their choice.

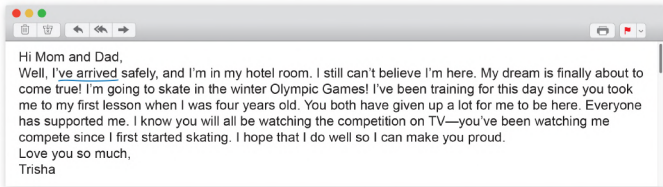
Similarly, young students are often pushed to (4) ..... extracurricular activities that will look good on their college applications. However, many psychologists believe that students should not work toward a specific career while they are in high school. At this age, they say, students should (5) ..... a variety of activities and explore many interests. For example, if they join a computer club and don't like it, they should feel free to (6) ..... a different club or activity.

When students (7) ..... the college of their choice, are they more likely to (8) ..... the admissions office if they have developed many interests or just one? Later, when they (9) ..... their dream jobs, will they have a better chance of being hired if they have explored many career options or prepared for a specific one?

Unfortunately, there is no single answer to these questions. Thus, the needs and desires of individual students should be considered when planning their paths through high school and beyond.

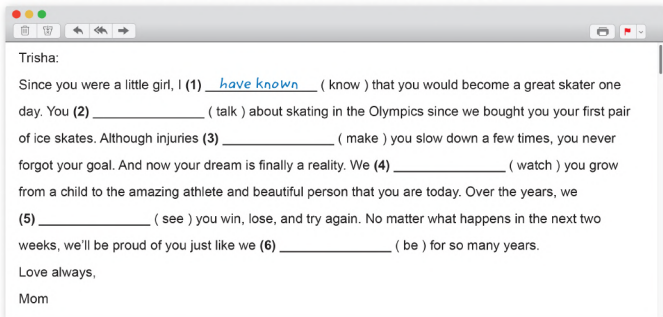


- 3 Read the email. Underline the verbs in the present perfect. Circle the verbs in the present perfect continuous.



Hi Mom and Dad,  
Well, I've arrived safely, and I'm in my hotel room. I still can't believe I'm here. My dream is finally about to come true! I'm going to skate in the winter Olympic Games! I've been training for this day since you took me to my first lesson when I was four years old. You both have given up a lot for me to be here. Everyone has supported me. I know you will all be watching the competition on TV—you've been watching me compete since I first started skating. I hope that I do well so I can make you proud.  
Love you so much,  
Trisha

- 4 Complete the email reply from Trisha's mother. Use the present perfect continuous for uncompleted actions, except with stative verbs. Use the present perfect for completed actions.



Trisha:  
Since you were a little girl, I (1) have known ( know ) that you would become a great skater one day. You (2) \_\_\_\_\_ ( talk ) about skating in the Olympics since we bought you your first pair of ice skates. Although injuries (3) \_\_\_\_\_ ( make ) you slow down a few times, you never forgot your goal. And now your dream is finally a reality. We (4) \_\_\_\_\_ ( watch ) you grow from a child to the amazing athlete and beautiful person that you are today. Over the years, we (5) \_\_\_\_\_ ( see ) you win, lose, and try again. No matter what happens in the next two weeks, we'll be proud of you just like we (6) \_\_\_\_\_ ( be ) for so many years.  
Love always,  
Mom

- 5 Complete the conversation with expressions from the box. There are two extra choices.

a good art school    Correct me    Don't take it personally    for a job    I'll look into it  
in a teaching course    on a career    steer me    to an art college

- A: So, Beryl, what brings you here today?  
B: I'd like some advice about my studies. You see, I've decided to apply (1) .....  
A: An art college? (2) ..... if I'm wrong, but didn't you decide (3) ..... in education?  
B: I did. But I've been giving it some thought lately, and I think the arts are right up my alley. I can always enroll (4) ..... later if I ever decide to become an art teacher!  
A: OK, that makes sense. So how can I help you?  
B: I'd like to choose (5) ....., and I was hoping you could (6) ..... in the right direction.  
A: Give me a day or two. (7) ..... and get back to you by Monday.  
B: That's fantastic, thank you!

## 1 Read the article. What is the writer's purpose?

## Interviewing for Success

You sent your résumé to several employers, and you got an interview! Congratulations—that's an important step toward landing your dream job. Now you need to prepare for the interview. There's no way to know exactly what questions the interviewer will ask, but there's a good chance that you'll be asked at least some of the questions that follow. Preparing a basic answer to each of them will keep you from racking your brain for an answer at the last minute. Even more importantly, it will give you an extra measure of confidence. And a confident candidate is more likely to land the job.



### 1. Tell me a little bit about yourself.

This seems like a pretty easy question to answer, but you need to give this one some thought and tailor your answer to the job for which you are interviewing. The interviewer doesn't want to know everything about you; he or she is interested in the qualities that will make you the best person for the job. So, research the position and prepare a two- to three-minute answer that highlights what it is about you that makes you the best candidate. Remember, this will probably be the first question you are asked, so make your answer a good one so you make a good first impression.

### 2. Why are you looking for a new job?

This question will almost certainly come up in your interview, so it's best to be prepared for it. If you are a student looking for your first job, the answer is easy. But if you are currently employed, you'll need to explain why you want to leave your current position for a new one. The best thing to do is to highlight the positive aspects of the new job, rather than dwell on any negative aspects of the old job. For example, "I've learned a lot in my current position, but I'm ready for new challenges, which I think I can find at your company." Remember, the key is to avoid being negative about your current job, while telling the truth about why you want to move on.

### 3. What would you say are your greatest strengths?

This is another question that you will likely be asked, along with its inverse: What is your greatest weakness? Let's start with your strengths. It's hard for many people to talk about their strengths because it feels like bragging. Start by thinking about which of your strengths and qualifications would be valuable in the position for which you're applying. Those are the ones you want to focus on. Practice talking about them in a way that feels comfortable for you. Remember to provide examples of specific times you have demonstrated each strength.

And now for what might be the harder question:

### 4. What is your greatest weakness?

You may be thinking, "I don't want to say anything negative about myself; if I do, they won't want to hire me." The key when answering this question is to be honest but positive. You should choose a real weakness, but one which you are working to overcome. You want the interviewer to see that you are not afraid to admit that you can improve. For example, "I am not as proficient at [computer programming] as I would like to be, but I have enrolled in an evening training program, and I can see improvement already."

Finally, as you're thinking about your answers to these common interview questions, remember to be yourself. Your answers should be truthful and should reflect your qualifications in a way that feels natural to you. Good luck!

## 2 Read the article in Exercise 1 again. Answer the questions according to the information in the article.

- Why is it important to prepare answers to commonly asked questions before an interview?  
.....
- When an interviewer asks you to tell him or her about yourself, what type of information should you include?  
.....
- What should you not do when explaining why you are looking for a new position?  
.....
- When listing your strengths, what else should you provide?  
.....



**3** Read the article in Exercise 1 again and notice the underlined words and phrases. Complete the definitions. Circle the letter.

- 1 If you landed a job, it means you .....  
a got hired  
b got fired  
c are interviewing
- 2 If you rack your brain, you .....  
a have a headache  
b have trouble remembering things  
c try really hard to think of something
- 3 When you tailor your answer, you .....  
a adapt it to fit a situation  
b practice it ahead of time  
c come up with it on the spot
- 4 If you dwell on something, you .....  
a try to put it out of your mind  
b can't stop thinking about it  
c consider it a weakness
- 5 The inverse of something is .....  
a an example of it  
b the same thing as it  
c its opposite
- 6 If you are bragging, you .....  
a are showing excessive pride  
b are demonstrating a strength  
c are looking for a new job

## LESSON 4

**1** Imagine you are interviewing for your dream job. Answer the questions in your own way.

- 1 Tell me a little bit about yourself. ....  
.....
- 2 Why are you looking for a new job? .....  
.....
- 3 What are your greatest strengths? .....  
.....
- 4 What is your greatest weakness? .....  
.....

**2** Complete the sentences with your own information.

- 1 I have experience .....  
2 I want to get experience in ..... so I can .....  
3 I need to get training in ..... if I want to .....  
4 I have a degree or certificate in .....  
5 I hope to get certified in ..... so I can .....

### DID YOU KNOW...?

Recruiters spend an average of 3.14 minutes reading a job applicant's résumé. 40% of hiring managers spend less than a minute reviewing a résumé before deciding whether the candidate is qualified.



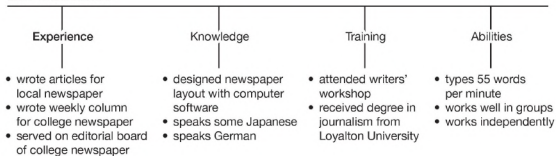
- 4 Read each sentence. Write **C** if the sentence is grammatically correct or **I** if it is incorrect. Then correct any errors in the incorrect sentences.

- ..... 1 I'm understand that this is a difficult time for many employees.
- ..... 2 Are you having a few minutes to discuss our plans for the project?
- ..... 3 I'm going to visit my travel agent today. I'm thinking of taking a vacation.
- ..... 4 This bag is really heavy. How much is it weighing?
- ..... 5 We're having steak for dinner. Would you like to join us?
- ..... 6 I'm believing that it's important for family members to live near one another.
- ..... 7 Mary is looking at photographs of her wedding.
- ..... 8 This sauce is tasting a little too salty.

## WRITING HANDBOOK

- 1 Look at the tree diagram. On a separate sheet of paper, create your own tree diagram about your experience, knowledge, training, and abilities. Write ideas under each section.

### JEFF BROCKMAN



- 2 You will often write a cover letter to apply for a specific job. Suppose you want to work for the company DreamTECH (or for another real or imaginary company) but do not know of a specific job posting. On a separate sheet of paper, write a cover letter to send your résumé to the Director of Human Resources at that company. Use some of your ideas from the tree diagram in Exercise 1. Use the cover letter on Student's Book page 144 as a model.
- 3 Read the following self-check questions. Check those that apply to your work in Exercise 2.
- Does my letter have any spelling, punctuation, or typographical errors?
  - Did I use formal letter writing conventions?
  - Did I tell the employer the purpose of my letter?
  - Did I say why I think I would be a good candidate?
  - Did I tell the employer how to contact me for follow-up?

## Preview

**1** Complete the conversations with expressions from the box. There are three extra choices.

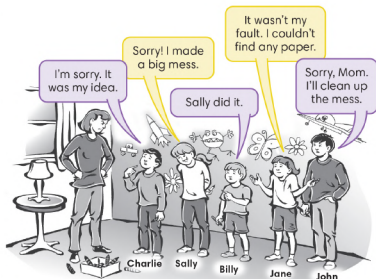
a snitch own up to    got carried away tell on me    it serves him right that's not the worst of it    make things right things got out of hand

- 1 A: I'm in trouble. I just broke mom's favorite vase. Please don't (1) ..... , OK?  
 B: Don't worry. Your secret is safe with me. I'm not (2) ..... !
- 2 A: Oh, no! I messed up big time. I forgot to hand in my final assignment.  
 B: Well, can you email the professor and ask if you can hand it in today?  
 A: But (3) ..... I haven't even started the assignment!
- 3 A: Who ate all the cake? Billy?  
 B: I'm sorry, Mom. I (4) ..... It was so good!  
 A: Billy, what am I going to do with you? Well, at least you didn't blame the dog this time!
- 4 A: Brenda, I'm so sorry I forgot your birthday!  
 B: Oh Amy, that's OK.  
 A: Still, let me (5) ..... Can I buy you dinner this week?  
 B: Well, you certainly don't need to, but yes, I'd enjoy that.

**2** Look at the picture. Write sentences describing the attitude or action of each child. Use phrases from the box. There may be more than one correct answer.

admit making a mistake    avoid taking responsibility for    express regret  
 make an excuse    make up for    shift the blame to    take responsibility for

- 1 ( Charlie ) .....  
 .....  
 .....  
 2 ( Sally ) .....  
 .....  
 .....  
 3 ( Billy ) .....  
 .....  
 .....  
 4 ( Jane ) .....  
 .....  
 .....  
 5 ( John ) .....  
 .....  
 .....



## LESSON 1

- 1 Read the situations. How would you respond? Would you lie? Explain your answers.

Situation	Your response
You go to a friend's house for dinner, and he serves fish. He says, "I hope you like seafood." You hate it.	
A co-worker is wearing a new outfit. She asks if you like it. You think it's inappropriate for the office.	
A neighbor who you don't really like invites you to a party. You don't have any plans for that evening but you don't want to go.	
You forgot to do your homework. Your teacher asks why you didn't complete the assignment.	

- 2 Complete the sentences. Use **who**, **whom**, **which**, **when**, **where**, or **whose**.

- A liar is someone ..... doesn't tell the truth.
- There are very few people, if any, ..... never lie.
- Most people feel at least a little bit uncomfortable ..... they lie.
- Is there anyone to ..... most people never lie?
- There are times ..... telling a lie can keep you out of trouble.
- People ..... lie a lot are often people ..... reputations aren't very good.
- Lying to avoid hurting someone's feelings is a situation in ..... people often find themselves.
- Work is one place ..... people sometimes lie to avoid getting in trouble.



- 3 Complete the sentences. Use your own words and **who**, **whom**, **that**, **when**, **where**, or **whose**.

- ..... is a person ..... I'd like to meet.
- ..... is the city ..... I was born.
- ..... is a holiday ..... many families get together.
- ..... and ..... are things ..... interest me.
- ..... is someone ..... ideas I find interesting.
- ..... is a person with ..... I enjoy spending time.

- 4 Look at the pictures. Complete each conversation by creating a lie for the second speaker. Then answer each question. Decide whether the person is lying to avoid hurting someone else's feelings or to make an excuse.

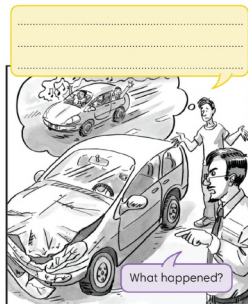


- 1 Why is the girl lying?

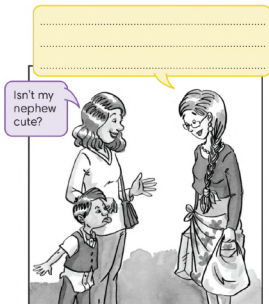
*She's making an excuse to avoid being punished by her father.*



- 2 Why is the employee lying?



- 3 Why is the boy lying?



- 4 Why is the woman lying?

**DID YOU KNOW...?**

- The average person tells 0–2 lies per day.
- 88.6% of these lies are white lies, such as telling someone you like a gift when you really don't.
- The top 1% of liars tell 17 lies per day.
- The most common reasons for lying are to avoid people (21%), to make a joke (20%), to protect oneself (14%), and to impress others (13%).

## LESSON 2

### 1 Complete the sentences. Circle the correct comment clause. Pay attention to punctuation.

- They knew I was lying ( , which embarrassed us all / , it embarrassed us all / that embarrassed us all ).
- Jason made an excuse for not coming to the party ( which, was totally unnecessary / it was totally unnecessary / , which was totally unnecessary ).
- My sister was borrowing my things ( , which annoyed me / , which annoyed me, / which annoyed me, ) so I started locking my door.
- Terrance took out a big loan to buy a car ( , which was a bad idea, / which, was a bad idea, / that was a bad idea, ) and later regretted that decision.
- She admitted her mistake and apologized ( , was the right thing to do / that was the right thing to do / , which was the right thing to do ).
- I accidentally broke a lamp ( , which made me feel very bad, / made me feel very bad, which, / that made me feel very bad ) and I promised to replace it.
- People didn't always return the books they borrowed ( , which it drove me crazy / , which drove me crazy / , it drove me crazy ).
- They brought flowers when they came over for dinner ( that was a nice gesture / , which was a nice gesture / , which it was a nice gesture ).

### 2 Complete each sentence with a comment clause with **which**. Use the ideas in the box.

I don't think it's necessary. **Feel awful about it:** I find it annoying. I thought it was unfair. It was OK since I was busy anyway. It was very sweet of him.

- I forgot my aunt's birthday, ..... *which I feel awful about* .....
- Jared still hasn't returned the book I lent him last year, .....
- Sarah was half an hour late to our meeting, .....
- Tommy helped his sister clean up her mess, .....
- Stu wants to replace the vase that he broke, .....
- There was material on the test that we hadn't studied in class, .....

### 3 Complete the conversation with expressions from the box. There are three extra choices.

awful about it   got carried away   I'm really sorry   lost it at the charity ball  
 please accept my apology   so embarrassed   these things happen  
 to make things right   was totally my fault   wasn't really my fault

- A: (1) ..... Caroline, but I have some bad news.  
 B: What happened?  
 A: You know that necklace you lent me? I (2) ..... I looked all over for it, but couldn't find it anywhere. I'm (3) .....!  
 B: How did it happen?  
 A: I'm not sure. I only noticed it was gone at the end of the evening.  
 B: Oh. I suppose (4) .....  
 A: Well, it (5) ..... and I want (6) ..... I insist on buying you a new necklace. And (7) ..... I'm so sorry!

- 4 Think of a time you needed to accept responsibility for a big mistake you made. What did you say to apologize and express remorse?


## LESSON 3

- 1 Read the article. Then answer the questions according to the information in the article.

### JOURNAL OF HUMAN BEHAVIOR

VOLUME 27, ISSUE 5

## The Trolley Problem

Does our behavior reflect our character and our values? Most people would answer yes to this question.

Many researchers have studied what people do (or say they would do) when faced with having to choose between two opposing values. One classic dilemma is known as the “Trolley Problem.”

Imagine this scenario: You are standing next to a track on which a runaway trolley car is speeding straight toward five people tied to the track. They are sure to die in seconds.

However, you can save the five people by simply flipping a switch, which will divert the trolley onto another track, saving the five people. But there is one person tied to that second track, and he will surely be killed as a result of your action. What do you do?

This ethical dilemma was originally developed in 1967 by moral philosopher Philippa Foot and has been used since then by people studying human ethics, morals, and values. As it turns out, a majority of people would pull the lever and sacrifice the one person, thereby saving the five people. This seems to be a relatively clear mathematical equation for most people: one person’s death is outweighed by the fact that five people were saved as a result.

Things get a little more confusing when you add a slightly different scenario to the problem. This version was developed in the 1980s by philosopher Judith Jarvis

Thomson. In Thomson’s version, you are again standing near the tracks, the trolley is again hurtling toward the five people tied to the tracks, and they are again certain to die. This time, there is no switch and no second track. However, there is a fat man standing next to the track. If you push the man onto the track, his body will stop the train. He will be killed, but the five people will be saved. Mathematically, this is

the same calculation as in the first version of the dilemma. But the difference: the majority of people would NOT push the fat man.

Why the difference? The mathematical equation is the same: five people’s lives versus one person’s life. Researchers have been trying to solve this question for decades. Studies have shown that when people think about actually pushing someone to his death, areas of the brain that deal with emotion are active. However, when they think about flipping the switch, areas of the brain associated with higher reasoning are active. This may provide some clue as to why the responses to these two similar versions of the dilemma are so markedly different. What do you think?



- 1 Restate the two versions of the Trolley Problem in your own words.

.....

.....

.....



2 Do you think the two versions of the problem are morally or ethically different? Explain.

.....

3 Why do you think most people would pull the lever but not push the man?

.....

2 What would you do if faced with the first version of the Trolley Problem? What about the second version? On a separate sheet of paper, explain your answers.


## LESSON 4

1 Read the message board posts. What do all the replies have in common? Circle the letter.

All the people who posted replies .....

- a are passionate about helping people      b see family as more important than money      c have core values that are selfless

Posted by Mica • 2 months ago  
**What are your core values?**  
I've just received this prompt for my college admissions essay: What is your core value? Give an example of how this value has shaped your life. It's really making me evaluate my life! Out of curiosity: how would you have answered this question? What are your personal core values?  
[6 comments] [Reply] [Share] [Report] [Save]



Paula4Pandas • 2 months ago  
For me, it's a no-brainer: animals are my passion, and I wish to dedicate my life to promoting their welfare. I'm currently training to become a conservationist, and I regularly volunteer at an animal shelter. I've also participated in campaigns to stop animal testing in the cosmetics industry.  
[Reply] [Share] [Report] [Save]

Mica • 2 months ago  
I admire your compassion! Do you have lots of pets at home?  
[Reply] [Share] [Report] [Save]

Paula4Pandas • 2 months ago  
Sadly, I don't have enough space, time, or money to commit to a pet right now. I wouldn't be able to give the life it deserves! But I spend a lot of time with animals at the shelter, which makes up for it.  
[Reply] [Share] [Report] [Save]

Bruce77 • 1 month ago  
If you'd asked me a year ago, I'd have said wealth. When I grew up, my parents couldn't afford luxuries. But they devoted their lives to making sure my sister and I would have a better future. We didn't have much financial security, but we did have a strong bond! It was my dream to buy them a beautiful home so they could retire in comfort. But when my sister passed away three months ago, it really hit me just how short life can be. Now I'd say my core value is to live life to the fullest. Instead of buying my parents a home, I'm planning to take them on a big round-the-world adventure. We only have one life, and we're not going to let a single day of it go to waste!  
[Reply] [Share] [Report] [Save]

Mica • 3 weeks ago  
I'm sorry for your loss. I hope your parents love every minute of the incredible treat you're planning for them!  
[Reply] [Share] [Report] [Save]

GenJen • 1 week ago  
Tough one. I don't have ambitions to save animals or aspirations to travel the world. Those are great values, but for me the most important principle is generosity. Not in the sense of giving expensive gifts—I don't have the means for that! I define "generosity" in terms of sharing time and affection ... I work hard to build new connections and to nurture existing relationships, and I do it through kindness. After all, it's love that makes the world go round!  
[Reply] [Share] [Report] [Save]

**2** Read the message board posts again. Complete the sentences. Circle the letter.

- 1 Mica hopes to .....  
a be accepted into college      b train as a conservationist      c buy a beautiful home
- 2 Paula4Pandas .....  
a works as a conservationist      b is hoping to work in the cosmetics industry      c believes it's wrong to test beauty products on animals
- 3 Paula4Pandas .....  
a spends a lot of time with her pets      b doesn't have any pets at home      c adopted her pets from the animal shelter
- 4 According to Bruce77, his core value is .....  
a financial security      b living a luxurious lifestyle      c living life to the fullest
- 5 Bruce77 changed his core value .....  
a after he bought a home for his parents      b after his sister passed away      c after he traveled around the world
- 6 GenJen's core value is .....  
a traveling the world      b saving animals      c being generous
- 7 GenJen shows her core value by .....  
a treating her loved ones with special gifts      b giving others her time and attention      c making friends with strangers

**3** Read the message board posts again. Cross out the word that has a different meaning from the others.

- 1 ambitions / aspirations / dream / passion
- 2 bond / connections / generosity / relationships
- 3 gifts / luxuries / treat / wish
- 4 security / means / wealth / welfare
- 5 commit / dedicate / deserve / devote
- 6 comfort / compassion / generosity / kindness

**4** Answer the questions in your own way.

- 1 What is the difference between ambitions and core values?

.....  
.....  
.....

- 2 What are some of your personal core values?

.....  
.....

- 3 What actions are you taking or could you take to live out your core values?

.....  
.....



- 1** Mark the grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct any errors in the incorrect sentences. Some may have more than one correct answer.

1 The woman with whom I spoke was very helpful.

.....

2 The company for whom I worked was very generous.

.....

3 Now's the time when the truth comes out.

.....

4 Shirley is a girl that I've known all my life.

.....

5 The First Avenue Market is one place which I've always gotten fresh fish.

.....

6 Her ideas are ones what aren't very common.

.....

7 Is that the teacher which all the students have been talking about?

.....

- 2** Complete the sentences. Circle the correct phrase.

1 The band has four members, ( *all of whom* / *both of whom* ) were born in Orlando.

2 The guest brought a pie to dinner, ( *half of which* / *some of whom* ) was later eaten.

3 There are several rumors going around now, ( *a little of which* / *none of which* ) are true.

4 The concert includes the compositions of several local musicians, ( *a little of whom* / *a few of whom* ) have gone on to record their own albums.

5 I've heard two versions of the story, ( *none of which* / *neither of which* ) is very believable.

- 3** Rewrite each sentence. Reduce the adjective clauses to adjective phrases.

1 Harry Goldman works for a large company that is located in Madrid.

*Harry Goldman works for a large company located in Madrid.*

.....

2 The file that holds all the documentation of the study was accidentally misplaced.

.....

3 Those photos, which prove the innocence of the defendant, have been turned over to the police.

.....

4 People who smoke inside the building may be fined.

.....

5 Guadeloupe, which is an island territory of France, is located in the Caribbean Sea.

.....

6 Any student who breaks school rules will be punished.

.....

