


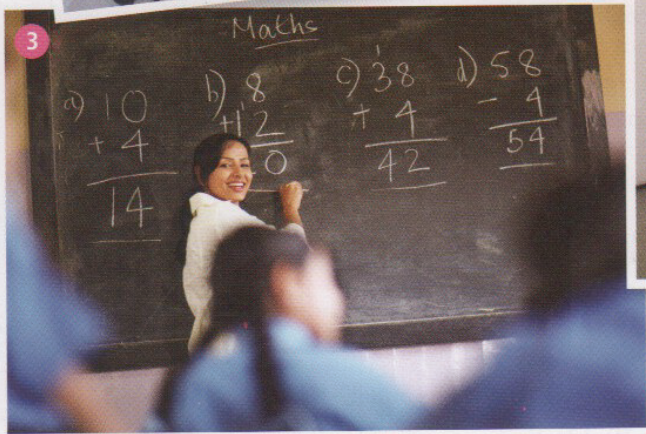
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The world of work and training

Speaking


IELTS Part 3

- 1  With a partner, look at the photographs below and describe what kind of training is taking place and how it is being conducted.



Don't forget!

- Talk about abstract details and avoid personal examples.
- Make sure you support your answers by giving examples and causes and effects.

- 2  Work in pairs. Take turns asking and answering the following Part 3 questions. When your partner has finished speaking, give him/her feedback using the checklist on page 210.

Work and aspirations

Do young people today have the same aspirations as previous generations? Why/Why not?


Do you think it is good to have aims and goals in life?

In what ways can these aims and aspirations be achieved?

How different do you think the world of work and training is for young people today? Do they have more opportunities now compared to the past?

Is the way that students learn nowadays different from the past?

Vocabulary 1: Work

- 1 Work in pairs. For sentences 1–8 below, underline the correct word in *italics*.
- 1 I want to be independent, so I'd like to earn my own *profession/qualifications/livelihood*.
 - 2 The *job/work/profession* ethic varies from country to country and from one profession to another.
 - 3 I would really like to have a good *job/work/livelihood*, which allows me to achieve my aims.
 - 4 It isn't easy holding down a *job/work/livelihood*, especially with children to look after.
 - 5 Is your idea of a *profession/qualifications/job* based on a 9 to 5 job?
 - 6 I am a teacher by *career/profession/qualifications*.
 - 7 In order to improve their *qualifications/job/work* prospects, and thus to climb the *career/profession/qualifications* ladder, students need to study hard.
 - 8 Being up-to-date is essential; otherwise, it is possible to miss out on the best *job/work/livelihood* opportunities.
- 2 Look at the sentences in exercise 1. Decide if you can use the word *occupation* instead of any of the alternatives.
- 3  Work in pairs. Use the list of skills below and your own ideas to decide which three skills are most important for your work life and your social life. Give examples and reasons for your choices.
- using the computer
 - writing longhand
 - playing a musical instrument
 - calculating in your head
 - socializing

Reading

IELTS Reading Passage

Don't forget!

- If there is no title, look at the last question and the illustration, then skim the questions and the text.

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.



Few students taking a Masters in Business Administration (MBA) are there through sheer love of learning. Most want to learn in order to apply their knowledge once the course is over. On the other hand, the MBA is an academic course. How do you take account of these conflicting needs when it comes to assessment? 'In education generally – not just in the MBA world – there is a move away from traditional exams towards people looking for ways to make assessment more relevant,' says Jeannette Purcell, chief executive of the Association of MBAs (AMBA). She says that exams will always exist because so much of an MBA involves acquiring knowledge best tested through a written paper, but 'business schools are developing programmes to become more practical, more applied, using real life situations and assessment has to reflect that change.'

One reason for this is the rise in the executive over the full-time MBA, which means most students are studying while working for a company. Another is a changing approach towards learning. Oliver Westall, Lancaster University Management School's MBA director, says: 'When I began teaching many years ago, there was an attitude that we decided what ought to be taught, because we knew what students needed to know. Now, increasingly, especially when students come to our MBA programme with an average of seven-years' experience, sensible faculties realise that students can bring a lot more to the table when they share their experience.'

Business schools therefore now often assess students on their ability to work as part of a team, while some even include an element of peer assessment in which students mark each other's contributions. Dublin City University assesses its MBA students through team presentations, team-written assignments, case study analyses, individual work-based projects, strategic organisational analyses and business plans. Exams account for less than 50 per cent of the total marks awarded, while teamwork accounts for around 30 per cent. Melrona Kirrane, academic director of the MBA programme, says team-based assessment raises issues every year. 'MBA students are enormously competitive and quite aggressive and hostile,' she says. 'They are there for their own purposes and they aren't impressed when other team members don't play their part.' But she says it remains a key part of assessment, because being able to function well in a team is vital in any business organisation.

Teamwork is also tested in consultancies for real companies, which is also playing an increasingly important role in assessment for many institutions. Full-time MBAs at Ashridge complete their written exams within three months of starting the programme, to provide a foundation of knowledge, and the rest of the course focuses on practical work. They can choose to take a consulting project for up to eight weeks or submit a 10,000 word dissertation. For the past two years, Coventry University has allowed students to do a company internship rather than a dissertation in their final semester. Three quarters of their mark in this is based on a report they present to the company, a further 10 per cent on the employer's assessment, and 15 per cent on a piece reflecting on their own learning.

Gareth Griffiths, MBA programme director at Aston University, where students undertake a consultancy project at the end of the course worth a third of the overall mark, says that while employers' opinions are important they have to be treated with caution because they can expect far too much or too little. Sometimes they cannot be objective because they hope to employ the student in future. This struggle to be objective is a common concern when it comes to alternative methods of assessment. 'I think any alternative to assessment by exams is not going to be as rigorous or as accurate,' says Purcell. But she argues that the more these alternative assessment methods are used, the better business schools will get at using them effectively. And there are ways of ensuring rigour, such as benchmarking across different courses and assessors, and making sure that assessments are based on more than one person's opinion, and on fixed criteria.

While AMBA (the Association of MBAs) would expect a course to involve some exams before it gave accreditation, Purcell says, it would be concerned if exams were the only assessment method. Meanwhile, few would suggest that alternative assessment methods are an easy option for the student. Marie Hardie, postgraduate internship manager in Coventry University's business school, says students find they not only have to get used to a company's culture in a few weeks, they often have to persuade them to part with money – 'Not an easy thing to do'. Overseas students can find non-exam assessments particularly stressful. While exams can be challenging for those whose first language isn't English, so can verbal presentations.

Dan Gray, an Ashridge MBA student, says that while he appreciates his course's practical focus, exams are still important. 'After all,' he says, 'exams test your ability to perform under pressure, and that's a critical skill for any senior manager.' But it is not the only skill. 'If you think about what employers want from MBA students, they want well rounded people who have demonstrated skills in all areas and have been assessed in many different ways,' says Purcell. Marco Romero's assessment for consultancy work he carried out for the Birmingham Chamber of Commerce during his MBA was so positive that he is still working for them.

How to go about it

Questions 1–5:

Put a box around the names of the people in the passage. This will help you find the answers more quickly.

Underline words or phrases in the statements that will help you match the statements and the people.

Some sentences will be complete paraphrases of the text so you need to be able to recognize meaning.

Questions 6–12:

Decide which types of words are missing. Try to guess the meaning of the missing word and look for a synonym in the passage.

Check the word limit.

Don't write words on the answer sheet that are in the question.

Questions 1–5

Look at the following people (Questions 1–5) and the list of statements below.

Match each person with the correct statement, A–H.

- B** 1 Jeannette Purcell
E 2 Oliver Westall
H 3 Melrona Kirrane
D 4 Gareth Griffiths
A 5 Dan Gray

List of Statements

- A** concedes that practical skills are important, but maintains that exams are a valuable assessment tool
B feels that testing by exams is more thorough and precise than other methods
C says that written exams are becoming more and more critical
D suggests the views of employers are not always impartial
E thinks that MBA students have more practical know-how nowadays
F states that evaluation by peers should be included in any course assessment
G thinks persuading companies to pay for courses is difficult
H believes team-based assessment to be essential in evaluation of MBA students

Questions 6–12

Complete the sentences below.

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

- 6 Purcell believes that other methods of assessment are replacing traditional exams.
 7 Business students are now tested on being able to function in a team.
 8 At Dublin City University teamwork still makes up less of the total marks than exams.
 9 On full-time MBAs at Ashridge written exams are done early so students can concentrate on practical work.
 10 One way to ensure the thoroughness of testing is not to rely on just one individual's opinion.
 11 To students from outside the UK the testing that is not based on exams is sometimes especially challenging.
 12 One form of assessment that is sometimes demanding for students who are not native speakers of English is verbal presentations.

Question 13

Choose the correct letter **A**, **B**, **C** or **D**.

- 13 Which of the following is the most suitable title for the reading passage?
A The end of written exams? **C** Practical assessment in decline?
B The importance of MBAs **D** Teamwork and written exams compared

Reacting to the text

Do you think that written exams are old-fashioned? Why/Why not?


What kind of tests do you like or dislike. Why?

If you were able to create your ideal course, what would it be like?

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Listening

IELTS Section 3

- 1  Work in pairs. Make a list of points that you need to consider when you are doing a presentation. Then discuss which would be the most important for you and why.

Don't forget!

- Skim the questions to see what the topic is and underline words that will help you listen for the answer.

1.11 SECTION 3 Questions 21–30

Questions 21–25

Choose **FIVE** letters, **A–H**.

Which **FIVE** improvements does Olivia suggest?

- A check the equipment
- B reduce the pace
- C include more data
- D distribute the handouts
- E make the talk longer
- F improve the organization
- G make the talk shorter
- H check the room layout

Questions 26–28

Complete the sentences below.

Write **NO MORE THAN ONE WORD** for each answer.

JACK'S FEEDBACK

- 26 He thinks that he used an excessive amount of information in his talk.
- 27 He was frightened that they would appear foolish.
- 28 He feels the main thing for him is to control his nerves.


Questions 29 and 30

Answer the questions below.

Write **ONE WORD ONLY** for each answer.

- 29 What did the students and the tutor say the presentation was?
good
- 30 What is the tutor going to photocopy for them to take away?
questionnaires




- 2  Have you ever given a presentation? What kind of presentation was it? Did you feel it went well? Why/Why not? What would you do differently if you had to do it again?

Language focus: Conditionals 1

1 Look at the statements below from the listening practice on page 96. Identify the tenses and number the boxes as follows:

- 1 1st conditional
- 2 2nd conditional
- 3 3rd conditional


- If we had given ourselves more time, it would have flowed better.*
- ... but if I had to do it again, I'd change a few things.*
- If I do it again, I'll spend more time practising to make it run more smoothly.*

 Read more about conditionals in the Grammar reference on page 223.

2 For sentences 1–8 below, put the verbs in brackets into the correct tense.

- 1 If young people _____ (give) opportunities to prepare for the changes affecting the world, finding a job will prove easier for them in the future.
- 2 If time and effort _____ (devote) to creating closer economic ties in the past, countries would have come closer together.
- 3 Unless young people invest time in acquiring new skills, they _____ (find) life harder in the future.
- 4 I would not have achieved the results unless I _____ (work) hard.
- 5 Going to university _____ (turn out to be) an enjoyable experience if students balance studying time with making new friends.
- 6 I think more money needs to be put into education; otherwise, the high standards we have reached _____ (decline).
- 7 If people pursued their goals, they _____ (succeed) whatever happened.
- 8 Many people would love to turn the clock back and lead the same life again if they _____ (have) the chance.




3  Work in pairs. Each person should choose one of the statements in exercise 2. Discuss each statement by explaining why you agree or disagree with it. Give reasons and examples.

4 Complete sentences 1–6 below with your own words.


- 1 Were the government to take more responsibility for people's training needs, then ...
- 2 Had I been able to choose ...
- 3 If the change in the pace of life continues at its current rate, ...
- 4 If people are not adaptable and prepared to change jobs, then ...
- 5 It is important for everyone nowadays to aim to have some kind of profession; otherwise, ...
- 6 Unless my parents had been prepared to sacrifice a lot to educate me, ...

5 For 1–6 below decide which word is missing in each sentence.

- 1 The educational process for children is free of unnecessary stress, they won't develop properly.
- 2 Had there been skills shortages in rich countries, workers from poorer countries would not have moved there.
- 3 If my father had not migrated to Australia, I have been born in Japan.
- 4 If people did have qualifications, it would be more difficult to assess their suitability for a job.
- 5 Some adults had better literacy and numeracy skills, they would access the job market more easily.
- 6 Had universities permitted to expand faster, there would have been a more skilled workforce now.

6  Work in pairs. Take turns asking and answering the following questions. You will need to decide which questions are relevant to your partner.

- 1 What would happen if you didn't go to university?
- 2 What would have happened if you hadn't learnt English?
- 3 What will you do if you get through university?
- 4 If you had another chance, would you follow a different career path?
- 5 Were you to go to university, how would it change your life?

7  Do you think success as a student and in life in general is a matter of luck or a result of planning? Give reasons and examples.

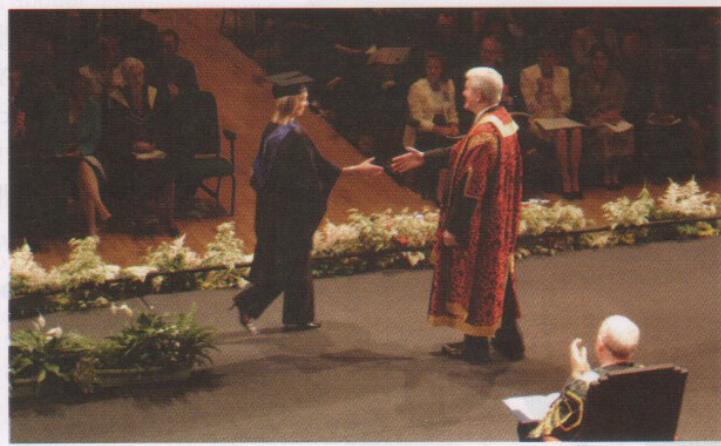
Vocabulary 2: Collocations


1 Work in pairs. For 1–10 below, underline the word or phrase in each list which cannot be used with the noun in *italics*.

- | | |
|-----------------------|--|
| 1 <i>benefit</i> | considerable / enjoy / make / derive / accrue / gain / financial |
| 2 <i>advantage</i> | huge / considerable / education / enjoy / gain / outweigh / take |
| 3 <i>opportunity</i> | ample / once in a lifetime / silver / career / provide / seize / squander |
| 4 <i>success</i> | enormous / large / enjoy / achieve / guarantee / depends on |
| 5 <i>prospects</i> | excellent / get / offer / boost / damage / long-term / employment / career |
| 6 <i>disadvantage</i> | distinct / obvious / suffer / have / enjoy / offset |
| 7 <i>failure</i> | total / complete / achieve / result in / end in / expect |
| 8 <i>achievement</i> | outstanding / accrue / impressive / proudest / represent / a lack of |
| 9 <i>improvement</i> | huge / massive / show / make / take up / scope / room |
| 10 <i>chance</i> | good / deserve / give somebody / throw away / possess / arise / take |

2 Complete the gaps in 1–8 below with a word or phrase from exercise 1. There may be more than one possible answer.

- Achieving _____ in life depends on many factors like qualifications, but it cannot always be _____ by having them.
- Even if an academic career ends in _____, it does not mean that someone's _____ career _____ are seriously _____.
- Everyone _____ a fair _____ at succeeding in life, but all too often people squander the opportunity.
- I made a huge _____ in my last years at school, but looking back there was certainly _____ for more.
- A person who has a vocational education in plumbing or engineering does not suffer any _____ in life. On the contrary, having such an education is a _____.
- The financial _____ that _____ from acquiring training and skills mean that one can enjoy the fruits of one's labours.
- Finding my first job _____ the proudest _____ in my life so far.
- Going to university in my country is a _____ that needs to be _____ once it comes.



3  With a partner, discuss what advantages, opportunities and achievements you have had in your lives so far. Are there any opportunities that you have thrown away?

Speaking

IELTS Part 2

- 1 Prepare brief notes for one of the following Part 2 task cards. Limit yourself to no more than ten words. Use words and phrases from Vocabulary 2 on page 98.

Describe a school that you liked.

You should say:

where the school was

when you attended it

what it was like

and explain why you liked this school.

Describe an achievement that you will never forget.

You should say:


what the achievement is

when it happened

what it means to you

and explain why you will never forget this achievement.



- 2  With a partner, take turns talking about the topic. When your partner has finished speaking, give him/her feedback using the checklist on page 210.

Writing:

IELTS Task 2

- 1 Work in groups. Discuss the structure and content of the answer required for the following Task 2 question, using questions 1–4 below to help you. Before you discuss the question you may want to skim the reading passage on page 93 again and look at Vocabulary 1 on page 93 and Vocabulary 2 on page 98.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In the modern world there is a movement away from written exams to more practical assessment.

Discuss the advantages and disadvantages of this trend.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

- 1 Do you have to write about both the advantages and the disadvantages?
- 2 Do you have to devote equal space to each?
- 3 How many advantages/disadvantages do you need to write about?
- 4 Do you have to use as many connecting devices as possible?

- 2 Read the model answer below and underline the words from Vocabulary 2 exercise 1 on page 98.

Testing students and workers takes various forms including written, oral and practical assessment. However, although written tests are still the most popular way to check achievement at work and university, a range of alternative methods like problem-solving, role-play, oral presentation and work-based assessment are becoming more common. Both approaches of evaluating student attainment are valid, but each tests different things.

Some people believe that there is considerable benefit to be gained from using written exams compared to more practical testing methods. For example, from an administrative point of view, the former are generally easier to deal with. Moreover, if factual knowledge is being tested, then it is easier to check it on a written paper than in a group problem-solving exercise. However, the obvious disadvantage of written tests is that they do not suit everyone. Take students in Italy where oral exams are used as a means of checking knowledge. Switching to written tests could then be problematic. Conversely, students used only to written tests would be at a distinct disadvantage, if they were asked to take a more practical exam.

Other people feel that written tests are of little benefit, as they do not always assess students or workers fitness for the vast array of opportunities that the real world of work provides. Functioning in the real world involves making quick decisions, working with other people and using different types of intelligence like emotional and social intelligence. Therefore, it makes sense to test in the same way. Those people who will enjoy success in the future will be those who are able to operate efficiently within systems and find their way around, i.e. the ones who can manipulate knowledge and use experience rather than possess knowledge.



- 3 Find words and phrases in the model answer that have the same meaning as each of the words and phrases in the box below. There may be more than one possible answer.


assessing/examining	preferred	various means	while	methods
enormous	derived	angle	on the other hand	be appropriate for
				use

- 4 Work in pairs. Find examples of the following in the second paragraph of the model answer. Underline the linking words that identify these functions.

- a result
- a condition
- a contrast
- an example

- 5 Work in pairs. For sentences 1–5 below, add punctuation to connect the information.

- 1 Learning skills as opposed to knowledge makes people more practical moreover it gives them greater flexibility as skills are often transferable.
- 2 Skills are very much in vogue however knowledge is also essential.
- 3 There are many skills that young people have acquired take texting for example this is sometimes criticized but it teaches language skills in a different way.
- 4 It is difficult to distinguish knowledge from experience furthermore skills are also linked to both.
- 5 If skills like manipulating knowledge are learnt then it will benefit both the individual and the economy.

- 6  Work in groups. Discuss the following Task 2 question. Then write your own answer. When you have finished, check your answer using the checklist on page 209.

Don't forget!

- Make a list of any words or ideas that come into your head related to both sides.
- Sometimes writing a full idea might take too long. 1–3 words are enough to remind you.
- As you make your list, do not exclude any ideas.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In the modern world, more and more emphasis is being placed on the acquisition of practical skills rather than knowledge from text books or other sources.

Discuss the advantages and disadvantages of this trend.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

7

Review

Vocabulary

- 1 Match each sentence beginning 1–8 with an ending a–h.
- | | |
|-----------------------------------|---|
| 1 He is a policeman | a work ethic always helps. |
| 2 She earns her | b living working in a chemist shop. |
| 3 I don't really like the idea of | c jobs is difficult if you have a family. |
| 4 Holding down several | d career prospects. |
| 5 I would like to improve my | e by profession. |
| 6 I gained new qualifications to | f climb the career ladder. |
| 7 I wouldn't change my | g occupation. |
| 8 Having a very strong | h a 9 to 5 job. |
- 2 For 1–8 below, unjumble the words to make a sentence and find the unnecessary word.
- 1 qualifications needed for the job livelihood what are
 - 2 both and work is good for job you physically mentally
 - 3 in wood profession by making earns his carvings he living delicate very
 - 4 as profession a very noble working farmer is qualification a
 - 5 the future profession will have social work I'd like to do be connected the job with in
 - 6 is demanding career an like very occupation teaching but also having rewarding
 - 7 a engineering have possible work career in if I like would to
 - 8 in especially interested banking I'm in a occupation finance career
- 3 For sentences 1–8 below, replace each of the underlined words with a word of your own.
- 1 They achieved considerable success in their working lives.
 - 2 I derived real benefit from a university education.
 - 3 My qualifications gave me a huge advantage at the interview.
 - 4 His employment prospects are enhanced by the opening of the new bank.
 - 5 Many opportunities have been wasted here.
 - 6 There is an obvious disadvantage to concentrating on only one learning mechanism.
 - 7 There is always scope for improvement, no matter who you are.
 - 8 It was such an outstanding achievement to come top in the exams.



Conditionals 1

- 1 For each sentence 1–7 below, complete the first gap with *if*, *unless* or *otherwise*; some sentences may not require a word. For the second gap, put the verb in brackets into the correct tense.

- 1 _____ they had followed the guidelines, they _____ (succeed).
- 2 _____ the country is to progress, then new technologies _____ (need) to be embraced with open arms.
- 3 _____ they don't put more effort into the scheme, it _____ (not succeed).
- 4 _____ the government _____ (encourage) more people to take up training, it would benefit us all.
- 5 I think that more houses need to be built; _____ there _____ (be) a crisis.
- 6 _____ were we ever to inhabit the moon, I _____ (be) very surprised.
- 7 _____ written exams are removed from the education system, it _____ (cause) enormous upset.

- 2 Rewrite sentences 1–7 in exercise 1 using the words below.

- 1 had
- 2 otherwise
- 3 unless
- 4 were
- 5 if not
- 6 if
- 7 otherwise

Proof reading

- 1 Find and correct the mistakes in the following extract from an IELTS Writing Task 2 answer.

If people feel that they are not given the same oportunities as their colleagues in the work place, they will then begin to feel dissatisfied. That's when the problems set in. For the work environment to be relaxe, people need to work as a team. This can reduce quiet a lot of tension. Moreover, by working with people rather than against them, the work enviroment will be much more comfortable ...

- 2 Look at the following list of words and decide whether the spelling is correct. When you have finished, check your answers with a dictionary.

- 1 thoroughness
- 2 acheivement
- 3 enhanced
- 4 improvment
- 5 profession
- 6 carier
- 7 qualfications
- 8 flexibility
- 9 conversly
- 10 assessment
- 11 memorable
- 12 excessive