



## Workbook

- Ex. 1, 2 p 7

- Reading pp 8-9 (answer questions on p 9)

You are not supposed to retell the text. Just read the text and borrow some ideas. To score higher in IELTS try to memorize and use the following phrases from the text.

- enter higher education
- irresistible attraction
- go off travelling
- supplement funds by doing smth
- take on casual work
- do voluntary work
- reinvigorate a lapsed or flagging interest in ...
- take a break
- exam pass ( to pass exam)
- drop out from ...
- gain a vocational qualification in ...
- dawn on/upon
- enroll on a course
- keep up (a skill)
- streamline (the timetable) *your personal*
- do better (in school, university)
- "you move up year if you pass a year"
- stay down *outdone we brofor very*
- have a focus for what you want to do
- set up own vocational training program
- set goals for the future

Look through the uploaded files on google docs "Education" and " Why doing ..." and be ready to talk about:

- Your educational background;
- Pros and Cons of undertaking a Master's degree program;
- Your plans for the next 5 years;
- Your syllabus and curriculum.

Your answers should be rich in vocabulary and sufficient in length (appr. 5-6 sentences for each answer). Use phrases from the text and exercises (unit 1\_workbook)

Further reading, not obligatory:

<https://www.undergraduate.study.cam.ac.uk/courses/computer-science>

<https://www.graduate.study.cam.ac.uk/courses/directory/cscsmpacs>

<https://www.cst.cam.ac.uk/teaching/masters>

Next time we will be discussing "graph description".

My boldest dreams and, consequently, plans, are to not drop out from my undergraduate course, get my bachelor degree and hopefully get some working experience at field-related jobs. After that, as much as I'd like to go off travelling and doing voluntary work and saving orangutans, I most certainly won't do it, as my plan for the future is to enroll on masters programme at some European university and move there. In 5 years time if things go my way i will have finished my masters degree and will be either looking for a job or a phd. I'd rather prefer getting a doctorate, as I'm more interested in science and research as opposed to working in large industrial corporations. However, working could provide me with actual money, which I, being 24 in 5 years time, certainly wouldn't mind.

My syllabus and curriculum are formed according to guidelines in teaching computer science. Therefore they contain Calculus, Algebra, Discrete Mathematics, Probability Theory and Mathematical Statistics, Applied Methods of Mathematical Statistics, as well as Programming, Data Algorithms and Structures, Computer Systems Architecture etc. Fuck.

My educational background consists of school education and first year at university. In the passing of 11 years changed three schools gradually enrolling at more prestigious ones and ones where the studies are immensely more difficult. My last two years i began at Bio-chemistry class, which i then left for the Math-economics class. Eventually i entered higher education at HSE majoring in Software Engineering. I am currently studying for a bachelor degree and I find it surprising that some people claim that university years are the best years of one's life.

For me, major advantages of doing a masters is an opportunity to acquire additional field-specific knowledge and become a skilled professional. Also, it's a perfect opportunity to go abroad and study there, thus increasing prospects of later getting a phd and a job there, which I'm planning to do. Main disadvantages are, of course, that it's another time-consuming project and another handful of chances to drop out. Additionally you have to pay fees for it most often than not, and if you want to do better, you probably have to abstain from working at the same time.

4 Look carefully at your answers and check to make sure:

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

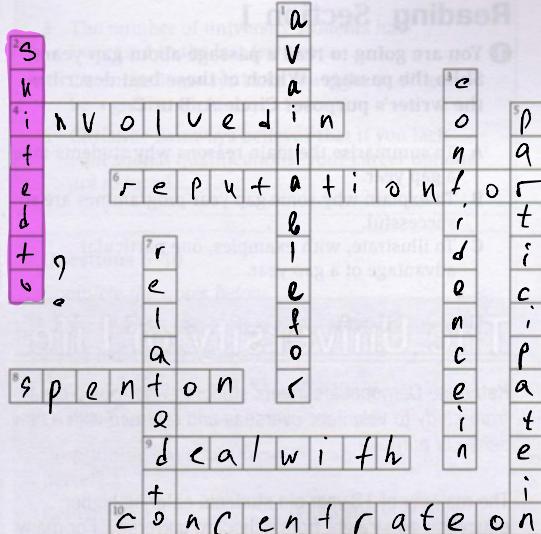
## Vocabulary

Dependent prepositions

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

available	concentrate	confidence	for	in
deal	involved	participate	on	to
reputation	spent	suit	with	

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



## Key vocabulary

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

brings	channels all of its	desire	programme
common	get to	range	resources
go on	recruitment	people together	the top
vast	vocational	to do	training

For the last two years, I've been studying at the International University in Bampton, which I believe is one of the best universities in the country. As well as offering a 1 vast range of academic courses, it also runs several 2 vocational training programmes, and is especially well-known for its computer-programming courses. What I like about it is that it is a truly international university which brings people together from all around the world. It expects its students to be hardworking and to show initiative, and it 4 channels all of its resources into ensuring they get the best education possible. The students all have a common desire – to get top grades in their subjects – and many 6 go on to do postgraduate studies before taking their first step on the career ladder. Naturally, many expect to 7 get to the top in their chosen career. The university has an excellent reputation, and some of the world's biggest and most prestigious companies visit the college each year as part of their 8 recruitment process.

## Reading Section 1

1 You are going to read a passage about gap years. Skim the passage. Which of these best describes the writer's purpose? Circle A, B or C.

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



### The University of Life

Katherine Demopoulos meets students who took a break from study to volunteer overseas and returned with a new sense of purpose

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

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

19-year-old student Christine Samways is a typical example. She left school at 16 with nine good exam passes at grades A to C, but did not want to continue studying at the time. She was also worried that, despite having all the attributes of a good student, she would find the challenges of higher education too great and would be forced to drop out. Instead, she gained a vocational

qualification in hairdressing. However, she very quickly began to realise it was not quite what she wanted and that going back into some kind of education could be her next step. Like many 16-year-old school leavers starting work for the first time, it dawned on her that if you don't have qualifications, or the right qualifications, you have fewer work choices. The things that you want to do just aren't available to you,' she says.

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

Christine is now working towards a degree in International Development at Bath University, a choice of subject informed by her experience of working with Mexican children. And, as well as finding some direction in her career, she now speaks good Spanish – a skill she says she intends to keep up, perhaps by working abroad. She knows that the Mexican children's home benefited from her time there, just as she did. As well as being 'an extra pair of hands', she helped to streamline the children's timetable so they spent more structured time

on homework. The children began to 'do better in school,' she says. 'You only move up a year if you pass a year – I got four children that at the beginning of the year were told they were going to stay down, but they moved up. It's a good feeling.'

ICYE also brings students to Europe from the countries that European students traditionally visit. Agnes Eldad, from Kampala, Uganda, has just graduated with a degree in Social Work. She came to the UK in January this year, getting a voluntary work placement relieving full-time carers of elderly people in Bexleyheath, Kent. With her social work background, she wanted to understand how elderly people were treated in Britain and to see for herself how their relationships with their children, grandchildren and in-laws worked.

Agnes found the experience extremely beneficial, but says that the ICYE only really works if participants have a focus for what they want to do, see and study. Ironically, for her, this could be the only chance to work with elderly people before she goes back home in January. In Uganda, old people live with, and are supported by, their families, so she won't have an opportunity to work with them. Instead, she now wants to set up her own vocational training programme for young girls in northern Uganda. Agnes says her time in the UK has helped her to set her goals for the future.

② Now look at Questions 1–13 below and underline the key words and phrases. Then read the passage and answer the questions.

#### Questions 1–5

Do the following statements agree with the information in the Reading passage?

Write:

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

1 The majority of young people who go travelling during their gap year must work in order to finance their trip. many false

2 Taking a gap year can give young people time to consider whether or not they want to continue with their studies. true

- 3 The number of university students has increased in the last few years. not given
- 4 Christine Samways lacks the right qualities to be a good student. false
- 5 Christine Samways believes that if you lack educational qualifications, your career options are reduced. true

#### Questions 6–10

Complete the notes below.

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

Christine Samways: ICYE participant

Carried out 6 voluntary work in Mexico.

Programme gave her more 7 confidence in herself.

Returned to 8 college when she was back in the UK.

Currently studying 9 international development

Thinks that 10 working abroad may be a good way of maintaining her Spanish.

#### Questions 11–13

Answer the questions below.

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

11 According to Agnes Eldad, what do people need in order to benefit from an ICYE exchange programme? concentration

12 Who does Agnes Eldad plan to work with when she finishes her ICYE programme? Vocational training

13 What does Agnes Eldad have now that she didn't have before she came to the UK? Future goals

③ Review your answers. For Questions 6–13, make sure that you have not used more than the maximum allowed number of words.

- set admission criteria (admissions policy)
  - apply for admission to

Зачислять	Не зачислять
admit	reject from <i>...she was rejected from every university she applied for</i>
accept <i>In total, 688,310 people <u>applied to</u> British universities and some 479,057 <u>were accepted</u>.</i>	refuse admission <i>She was refused admission last year.</i> <i>We reserve the right to refuse admission.</i>
give a place	refuse a place <i>All children who are refused a place in...</i>
enroll <i>If you enrol or are enrolled at an institution or on a course, you officially join it and pay a fee for it.</i>	



How to say about about your holidays:

*we break up on ... / we go back on ...*

#### **Academic qualifications**

#### A bachelor's degree

A first degree awarded by universities: a degree undergraduates do

- a bachelor's degree **in** smth
  - study **for** a bachelor's degree, do bachelor's degree
  - obtain/get/receive/earn a bachelor's degree

**Synonyms:** undergraduate degree, first degree

*He completed his first degree in economics. He received his bachelor's degree in computer science.*

*He holds a Master's degree in ... / a Bachelor's degree in ...*

## **UK postgraduate study:**

## A master's degree

[Masters (not master's) is also used in written and spoken English]

- a master's degree in smth (do a master's degree in politics)
- a master's degree at / from somewhere
- a master's degree student
- a master's degree course
- study for/take/obtain/ acquire a master's degree

Students who have completed a first degree are eligible to **undertake a postgraduate degree (go on to a postgraduate course)** which might be a: **master's degrees** and the **doctorate**.

If you study a humanities subject, you get a BA (a bachelor of arts) for your first degree and an MA for your master's. If you study science, you get a BSc (a bachelor of science) for your first degree and an MSc for your master's.

#### **Master of Business Administration (MBA)**

An MBA is a specialist business taught master's course that will give you a real step up the managerial ladder. It's the best-known and most popular postgraduate qualification.

#### **Doctorate (PhD)**

A **PhD**, also known as a **doctorate**, takes three to four years to complete, during which time you'll be working on a single research project. In your final year, you'll be asked to present a thesis / dissertation.

- earn/obtain/complete a PhD

*He was awarded his PhD for a thesis on industrial robots.*

#### **Types of qualifications**

Degree	You receive a degree from a university at the end of your course
Diploma	A diploma is for a shorter course than a degree
Certificate	A certificate is also for a short course

- you can only receive a degree for a full course at university; do not use "diploma" and "certificate" to mean degree
- to confuse you, the piece of paper you receive when you graduate is a certificate

**What qualifications do I need for postgraduate study?**

- A first degree is required
- The specific entry requirement for each course of study are listed on websites.
- Results of IELTS or TOEFL. Applicants must have a minimum IELTS score of 7.

### Academic Titles

<i>UK</i>	<i>US</i>
Undergraduate	Undergraduate
Post-Graduate	Graduate
Post-Doc	Post-Doc
Lecturer	Assistant Professor
Reader / Senior Lecturer	Associate Professor
Professor	Full Professor

### Finance

A **scholarship** is won for academic merit.

Almost all British undergraduates have student **loans** and they need to repay when they start earning.

Typically a **grant** is awarded either for a particular project.

**Tuition (fee)** / the fees - a sum of money charged for teaching or instruction by a school, college, or university.

### Course description

The **syllabus** is described as the summary of the topics covered or units to be taught in the particular subject. Syllabus is set for a particular subject.

**Curriculum** refers to the overall content, taught in an educational system or a course. ... Syllabus is descriptive in nature, but the curriculum is prescriptive.

#### Example:

*Course lasts for ... years full-time.*

*The course is a (180)-credit course, consisting of (120) credits of core and elective modules plus a (60)-credit dissertation module.*

*Core modules are obligatory. Elective modules are optional.*

*The course covers (all the major aspects of ...).*

As a huge part of my studies I have to google a lot. Program  
I've almost always consists of looking for solutions  
and work someone else has done everyday  
is a google day. It's not very difficult  
per se, but it's trying  
And say if you would like to do that thing more often or not, and why  
and don't want to do it. So I don't like it

### Part 3

Are term exams an effective way to assess students' performance?

To some extent

What qualities help people to be successful at the exams? Why?

Being able to study all night long

What is more effective to assess students' performance: exams or continuous assessment?

What is the educational system like in your country? Flowers

Has education in Russia changed in the last 20 years? How do you think it will change in the future? I suppose it didn't and

What is the importance of extracurricular activities such as arts, sports and music? Creativity will become more important

Is it necessary to group students according to level at all subjects? Yes, it helps studying more effectively

What makes a university prestigious? Why do many students want to go to a prestigious university? Reputation, history, assets

What advantages do universities bring to society? Education and culture

Skills and knowledge.

Why do many jobs require you to have a university degree? When is vocational training is more useful than a university degree? When might improve a graduate's chances to get a job they want?

Experience, Additional knowledge

When a company hires a person, do they consider qualifications or experience? I don't know I'm not a company

In what ways can education prepare students for life after school? Do you agree with people who say nothing.

our school days are the best in our lives? If so, why? No

Are paid-for private schools better than state schools? Should higher education be free? Yes and yes

Is higher education is too expensive in your country? Yes

Should all students pay for their university education? No it's unfair

What would you do to improve the educational system in Russia if you were a minister of education? Free education and

What are the benefits of wearing a school uniform? Disciplined but organize less corruption

Is it useful to have a gap year between school and university? probably but I wouldn't know

What are the benefits of distance learning? No commute

What is the role of teachers in learning? Preparing the materials

What are the qualities of a good teacher? What makes a teacher popular? Kindness, respect towards pupils, interest in the subject

### Model answers

#### 1. Why do you think some school teachers use competitions as class activities?

I think teachers use competitions to motivate the children in their classes. I'm sure that teachers try all kinds of activities to engage their pupils, and competitions might be one of the best ways to keep children interested or get them excited. Children love winning things.

#### 2. Is it a good thing to give prizes to children who do well at school? Why?

It might be a good idea to encourage children to do well in games or sports, but I don't think we should give children prizes for their academic work. Children need to learn that the reason for studying is to

learn useful things that will help them in their lives. I don't like the idea of children thinking that they will only work hard if there is a prize.

### 3. Would you say that schools for young children have become more or less competitive since you were that age? Why?

I'd say that they have become more competitive since I was young. Children now have to take exams from a much younger age, so I think there is more of a focus on doing well in tests. Parents also seem to be getting more competitive; I think that many parents push their children to do extra homework rather than letting them play with friends.

## Why Do A Master's Degree – The Pros and Cons

If you're at uni, you've probably considered the possibility of doing a Master's Degree.

But is it really worth it? Will a Master's Degree further your knowledge and improve your career prospects by that much?

Or will it just be another year or two of stress?

We're going to go through all the pros and cons of studying a Master's Degree to help you make an informed choice on whether this 'second-cycle' level of education is really for you.

### You may want to pursue a master's degree program if:

You're looking to **switch careers** and **improve job prospects**

You want to **advance to executive-level positions** or other jobs that require a master's degree

You want to **update your industry knowledge** and improve job security

You want to gain a deeper understanding of your field and **increase your expertise** in specific areas.

### Pros:

#### 1. Depth Of Knowledge

If you're particularly passionate about your field of studying, doing a Master's Degree will help you **further your knowledge** or give you the chance to specialise in a topic that really interests you. A Master's degree should only be pursued by those with a strong drive to further educate themselves

#### 2. Improve Your Skills

Doing a Master's is great for personal development. You will be expected to carry out a lot of independent study and **develop research skills**. Abilities like this tend to be **transferable**, **improving your chances of employment**.

#### 3. The Chance To Study Something New

For your Master's you can choose to study a topic that is unrelated to your undergraduate degree which is an amazing opportunity if you have a specialist interest that you'd like to develop or explore.

#### 4. The Chance To Study At A New University

Also, you don't need to do your Master's Degree at the same university where you undertook your Bachelor's Degree. If you studied at Durham but always wanted to go to Oxford, you could

apply to do your Master's degree there. Once you graduate and start your career, there is often less of chance to travel, explore and see different parts of the world – doing a Master's in a new town or city could help you satisfy that urge to see or live in a new place.

## 5. Prepares You For A PhD

If you intend to undertake a PhD, you will need a Master's Degree or an equivalent post-graduate qualification. During your PhD, you will need to be a skilled and talented researcher and have the ability and motivation to work alone. These are things that you learn and improve upon when doing a second-cycle qualification.

## 6. Employment Prospects and Earning Potential

Similarly, a Master's Degree prepares you for the world of employment, more than an undergraduate degree does. During your Master's, the dynamic changes and you are no longer a student – you're a researcher working among your peers. The environment is much more professional and can often feel more like a workplace than a place of study.

Having a Master's Degree may improve your position in a competitive job market and help you **stand out from the crowd**. And according to various pieces of research, those with a Master's Degree or other post graduate qualifications, typically earn more than those with Undergraduate qualifications.

Furthermore, some careers may even require a Master's Degree.

### The Cons:

**1. The Cost** \_ Of course, a Master's Degree doesn't come for free, **with tuition fees** ... And that doesn't include the actual cost of living...

The earning potential for those with postgraduate qualifications is higher but of course you're not guaranteed a stable job at the end of it.

### 2. The Commitment and Workload

Many students describe a Master's Degree as a three year Bachelor's Degree squashed into one year. It's much more intense and requires a lot of work. No more skipping lectures to cope with a hangover.

### 5. The Time

Doing a Master's degree will take anything from one to three years, depending on various factors. This can seem like a long time, especially when you see your graduated friends getting started on their careers, while you're still studying. Although doing a Master's degree will ultimately benefit your professional life, it can sometimes feel like you've stalled, whilst others are progressing and moving forward.



to have prospects  
promising

## Speaking

1. Answer questions from Part 1 (Topics → Education). Use verbs and expressions ***Likes/dislikes***
2. Be ready to talk about:
  - Pros and Cons of undertaking a Master's degree program;
  - What makes you happy at work. You may borrow ideas from **Topics** → **What makes you happy**
3. Look through the vocabulary (Topics → Career trends → job\_voc) and be ready to answer questions about your future job.

## Grammar

Student's book, p 120-121 **Used to and wood**; ex 3, 4 p 14

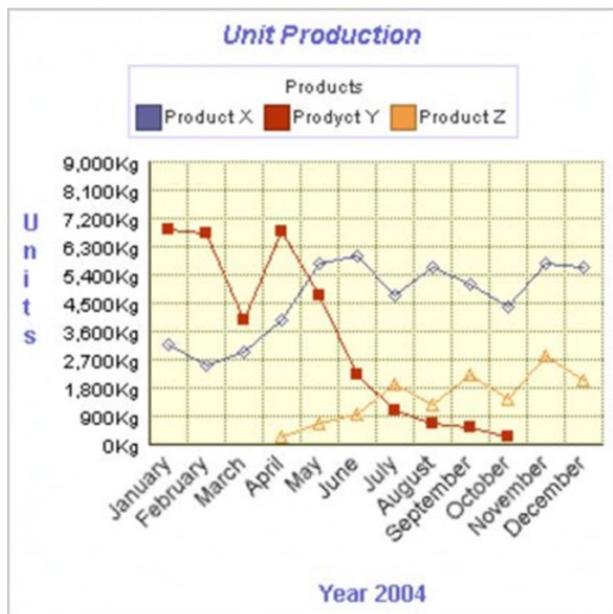
Workbook, ex1 p 10

On Tuesday, we listened to the audio files. Read the recording scripts on p 150 (Student's book, CD 1, tracks 2-5). What for? – Examples of ***used to***, ***wood*** and ***get used to doing smth*** in the answers from Part 1\_Speaking module.

## Writing \_ line graph

Student's book, ex 1, 2 p 15; ex 3, 5 p 16

Prepare the overview for two graphs below and suggest your approach how to split the main body into two paragraphs.



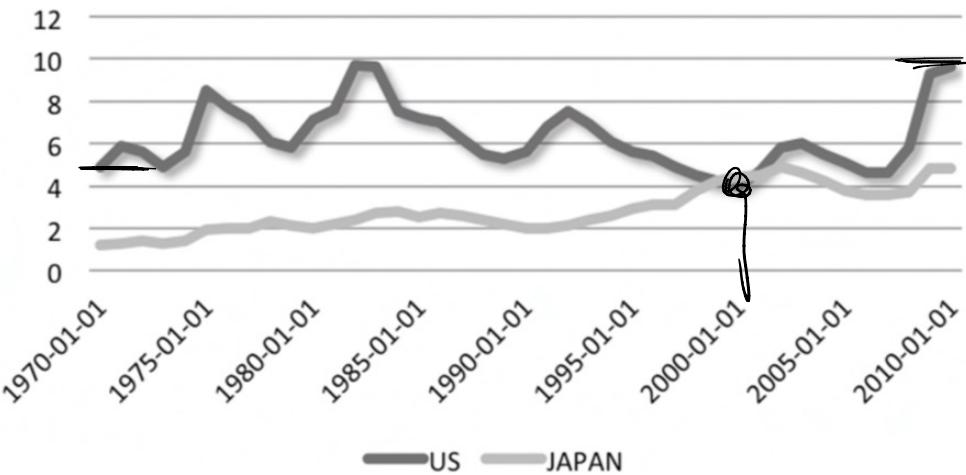
overview:  
no clear trend

two parts

X and Z increased to the middle of summer and then plateaued

Y experienced a dip in March but stayed the same till April and then saw a drastic decline

# UNEMPLOYMENT RATE



overview: some fluctuations but mainly stable or with a small rise

- in the beginning US is above Japan and US stays the same with fluctuations until 2000-01-01, while Japan increases and the two lines meet
- after 2000-01-01 they both experience a rise, a down fall, another increase and then some stability, although US sees these in greater amounts. Result: US tripled

likes	dislikes
be into smth be passionate about be captivated by be attracted to appeal to = attract be fascinated by be tempted by have a soft spot for  be keen on smth  If you <b>take to someone</b> or something, you like them. If you <b>take to doing something</b> , you begin to do it as a regular habit. be thrilled - extremely pleased about something be overwhelmed by or with be / get carried away = lose self-control	loathe [ləuð] + ing detest + ing despise hate + ing and to cannot stand /bear  <i>I find it a bit / rather boring / dull / tiring</i>

### Expressing Indifference

have mixed feelings or contradictory ideas about smth

be confused about = be disconcerted

*Which movie should we watch? - I don't mind.*

*Does it bother you if I smoke? I - It doesn't bother me.*

*Do you want to go here or there? - It's all the same to me.*

*Do you mind if I open the window? - It makes no difference to me.*

*Which book do you like more? - It doesn't matter to me.*

*Do you want this one or that one? - I couldn't care less*

### Grammar

- **enjoy, dislike, detest, loathe + ing** only
- **like, love, hate** (about repeated action) + **ing** or **to**

*I don't like **to be** kept waiting. = I don't like **being** kept waiting.*

**like, love, hate** (about a situation that already exists) + **ing**

*I like **being** a student. I like **living** in Moscow.*

- **like to do** + adverb of frequency = I think they it is a good idea but I don't necessary enjoy it.
- like doing** = I enjoy it

- **prefer books to computer games**
- prefer surfing to sailing**
- I prefer **to read novels** than **play computer games**.*

## Part 1

Where do you study? KNU

Why did you choose that school/university? A suitable major

What do you think of your school/university? It's nice but I couldn't care less

What is the best thing about your university/school? Progressive, everyone is very passionate about their fields

When did you start this course and when will you finish it? Last year, will finish in 3 years

Which part of the course do you enjoy most? It's gonna end... I find it rather tiring to study

What is the most difficult/easiest part of the course? A lot of homeworks <sup>boring</sup>. and most often than not our lectures are dull

What skills have you learned in your studies? What skills are needed to study your subject?

Do you like life at school/university? 50/50 Festivals

Diligence and resourcefulness

What part of university life do you like best? Some events

How have you benefited from being at school/university apart from gaining knowledge? I've met some nice people. Also walked around the city

What facilities are there at your school/university to help you in your studies? Library, computer classes

What subject are you studying? Computer Science

Why did you choose to study that? Do you like your subject? (Why) A nice way to graduate but no, I'm not particularly into it

What was your favourite subject at school? I was keen on maths

Who was your favourite teacher? I had a soft spot for my English and math teachers

Have you done any research? In psychology and a lot for my year project

What problems can you encounter in group studying? How can they be resolved? Inter-personal conflicts

Do you enjoy studying alone or with friends? I like to study alone but friends are more fun.

What are your future study plans? Go abroad to get a master's degree

Essentially

How do you think your studies in school/university will prepare you for your job in the future?

What is your career plan after you graduate? I hope to get a PhD and do research

Do you think you will prefer having a job to being a student? mixed feelings

Why are you taking the IELTS test? Practice makes perfect in English

hyperbole

team-work

Sabrina Auney & Telma

contribute to knowledge

For me, major advantages of doing a masters is an opportunity to acquire additional field-specific knowledge and become a skilled professional. Also, it's a perfect opportunity to go abroad and study there, thus increasing prospects of later getting a phd and a job there, which I'm planning to do. Main disadvantages are, of course, that it's another time-consuming project and another handful of chances to drop out. Additionally you have to pay fees for it most often than not, and if you want to do better, you probably have to abstain from working at the same time.

### what makes me happy at work

Honestly, nothing

Learning new skills is something i usually enjoy, also i have an action plan and carrying it out makes me genuinely happy. I used to be passionate about helping others but then it got on top of me.



## Exam advice Speaking Part 1

- You can expect to be asked questions on a range of familiar topics. Prepare yourself for this by thinking of a range of higher-level vocabulary you can use with these topics (see Speaking reference, page 97).
- Aim to answer questions using two to three sentences, giving reasons and extra details.
- Use stress to emphasise important information.

## Pronunciation

### Sentence stress 1

Speakers often stress nouns, adjectives and verbs when they answer questions. However, other words (pronouns, contractions, etc.) can be stressed, if they are important to your message.

#### 1 Read and listen to these Part 1 extracts.

- Underline** the words in the sentences that the speakers stress.
  - A couple of **years** ago, I **decided** that I wanted to work in the **hotel** industry.
  - So that's why I've been doing a hotel-management course for the past two years.
  - I know that cats don't talk, but this one did!
  - He's two – he's a toddler now.
  - I think my fitness level's a bit better than it used to be!
- In which of the above sentences is stress used to emphasise a pronoun because the speaker is:
  - using it to refer to something in a previous sentence?
  - making a contrast between two things?

#### 2 Work in pairs. Look at the sentences below.

- Underline** the words in each sentence that you think should be stressed, and say why.
- Listen and check your answers.
  - I really don't like having animals in the home.
  - I go running in the afternoon because I feel more energetic at that time of day.
  - I think everyone's too busy these days to make anything by hand!
  - I tried sewing at school, but I just couldn't do it.
  - My brother did badly at school, yet he earns more than I do!

#### 3 Take turns to read the answers in Exercise 2 to your partner.

## Writing Task 1

### Exam information

- You write a summary of information from one or more graphs, tables, charts or diagrams.
- You must also compare some of the information and write an overview.
- You write at least 150 words in about 20 minutes.

#### 1 Work in pairs. Look at the Writing task below and complete this introductory sentence, using the words in the box to help you.

The graph gives information about how many ...

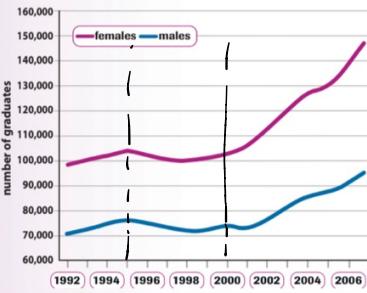
between Canadian graduated  
male and female students

male female and male  
students graduated from  
Canadian university  
between 1992 and  
2007

The graph below shows the number of university graduates in Canada from 1992 to 2007.

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

University graduates, Canada, 1992–2007



#### 2 Which FOUR of these statements (1–7) describe main features of the graph?

- The number of graduates fell between 1996 and 1998.
- The overall rise in numbers was not always steady.
- Just under 75,000 male students graduated in 1992.
- More women than men graduated between 1992 and 2007.

Getting higher qualifications 15

between + past simple

from + past simple

by + past perfect

5 In 2007, there were nearly 150,000 female graduates.

6 The gap between the number of male and female graduates widened over the period.

7 The trends for male and female graduates were similar.

3 Work in pairs. Read this continuation of the sample answer from Exercise 1 and underline the sentences that describe the main features.

Graduate numbers rose during the 15 years and reached their highest levels in 2007, but there were always more female than male graduates. In 1992, the difference was less marked, with just over 70,000 males and about 100,000 females. However, by 2007 there had been more significant growth in female numbers. That year, they rose to 147,000, compared to just 95,000 males. Thus the gap between the number of male and female graduates had widened.

A more detailed look at the graph reveals that the overall growth in numbers was not always steady. Between 1992 and 1995, there was a slight increase. That was followed by a period of about five years, when numbers fell, then flattened out at just over 70,000 for men and 100,000 for women. After 2000, however, graduate numbers saw their strongest growth rate, and this was well above the increases that had been seen in the early 1990s.

Clearly, there were similar trends for male and female graduates over this period, but the number of women graduating increased at a higher rate than the number of men.

4 Draw two vertical lines on the graph to show how the student has grouped the information in paragraph 3 of the sample answer.

5 Work in pairs. Answer these questions about the sample answer.

1 What is the difference in focus between the second and third paragraphs? *1st about the lines, 2nd about the time*

2 What is the purpose of the last paragraph? *Summary*

3 What phrases does the writer use in the second paragraph to mean ...

a *not as great?* *less marked*

b *stronger?* *more significant growth*

4 What verb is used to describe the changing size of the gap between men and women? *widened*

5 What phrase is used to introduce a close analysis of the graph? *a more detailed look*

6 What verb is used to mean *didn't change?* *Flattened out*

7 What phrase is used with data to mean *a little more than?* *just over*

8 What adjective is used that means *small?* *tiny*

6 IELTS candidates often make mistakes using superlative forms (e.g. *longest, most interesting*). Underline the superlative forms in the sample answer in Exercise 3.

7 Choose the correct alternative in *italics* in these sentences, written by IELTS candidates.

1 The *steepest / most steady* development can be seen in the USA.

2 The second *popular / most popular* university course is business studies.

3 In 2000, the *lowest / least* number of unemployed graduates was recorded.

4 *The most / Most* important change of school subjects occurred in the 1990s.

5 Regional colleges are where the *most / greatest* number of students choose to go.

6 Education is considered the *most important / most important area* in life.

7 Tuition fees are *the one / one* of the most important considerations for students.

8 Watching television is the *favourite / most favourite* activity for many 17-year-olds.



**Exam advice** Writing Task 1

- Decide on the key features and the important details in the graph.
- Decide how to group the information into paragraphs, remembering that there are different ways this can be done.
- Write a short introductory paragraph saying what the graph shows. (This may be one sentence.)

Support the key features with figures.

Key grammar: *Past simple, present perfect simple and past perfect simple*

hope is followed by the infinitive or a present, future tense.

- To say we do not think something will happen, we can use:
  - don't expect:  
*I don't expect to finish in the first three in the race.*
  - unlikely:  
*She's unlikely to be elected to the student council.*

## Use and non-use of articles

### The indefinite article a/an

We use a/an with something general or non-specific, or when we refer to something for the first time:

*Can I borrow a pen? (= any pen)*

*Dry Sykes gave a lecture on 19th-century porcelain.*

We also use a/an to:

- refer to someone's job or function:  
*She's a physiotherapist.*
- mean one:  
*The flat has a sitting room and two bedrooms.*

*She used to call her mother every day when she was in Australia.* (past habit or repeated activity)

The negative is did not use + infinitive:

*Katya didn't use to be a nurse.*

The question form is Did ... use + infinitive ... ?:

*Did you use to play the piano?*

**Note:** used + infinitive is only used in the past. It cannot be used in other tenses.

We use would to talk about past habits or repeated activities:

*Every day, he would get up early and go for a run.*

**Note:** we cannot use would for past states:

*The price of oil would used to be much lower.*

We use be/become/get used to + noun/noun phrase/pronoun/verb + -ing to mean 'be/become/get accustomed to':

*You'll soon get used to living in Toronto.*

**Note:** be/become/get can be used in any tense:

*He wasn't used to the cold weather.*

*I've become more used to city life now.*

## Using sequencers when describing processes

When we describe processes, we can use a number of words/phrases to explain when different stages of the process happen in relation to each other.

- To indicate the start of the process:

*first, firstly, in/at the beginning, to begin with:*

*When a fish dies, at the beginning its body just sinks into the soft mud.*

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### No article

We don't use an article:

- with plural countable nouns and uncountable nouns with a general meaning or when we are generalising:  
*Behaviour is very influenced by colour.*

**People** generally react unconsciously to it.

- in certain expressions connected with places, institutions or situations:  
*Did you go to university? (= Were you a student?)*

*What did you do in class today? (= What did you learn?)*

## Used to and would

We use used + the infinitive to talk about past states and past habits or repeated activities which no longer happen in the present:

*It used to be a technical college, but now it's a university.* (a past state)

*The fish's skeleton is transformed up to the point when no organic matter remains.*

- To show the last stage in the process:  
*finally, lastly, eventually\*, in the end\**:

*Eventually, tectonic movements thrust the sea bed to the surface, and the fossil is uncovered.*

- \* Note: eventually and in the end are used to mean 'after a long time' / 'after a long process'. At last is not correct in this context. At last implies that you were impatient for something to finish:

*At last she's answered my email!*

## Using participle clauses to express consequences

- We can express a consequence like this:  
*Copernicus realised that the Earth revolves around the Sun, and this changed the way people saw the Universe.*

- This can also be expressed using a verb + -ing:  
*Copernicus realised that the Earth revolves around the Sun, changing the way people saw the Universe.*

- Note:

Use a comma to separate the main clause  
(Copernicus realised that the Earth revolves around the Sun) and the consequence (changing the way people saw the Universe).

- The subject of the verb + -ing is the whole of the main clause.

We use commas:

— +

Using commas

**I:** Well, are you ambitious? Do you want to get to the top?

**D:** I guess I'd like to get into management... you know... I'd like to work my way up the ladder and end up as a project manager.

**I:** Well, that's about all I need to ask you for now. I'll let you walk around and look at some of our displays.

**D:** Thanks.

**I:** Can I just ask how you first heard about the fair?

**D:** Oh - from a friend. She told me about it last week, and then I looked it up on the Internet.

**I:** OK, thanks.

**CD1 Track 2**

**Student 1**

Well, a couple of years ago, I decided that I wanted to work in the hotel industry. I used to have a casual part-time job as a waiter when I was 16. So that's why I've been doing a hotel-management course for the past two years. I like dealing with the public – I think I'm quite an outgoing person. Yeah, I'm looking forward to graduating and getting into full-time employment.

**CD1 Track 3**

**Student 2**

Yes, when we were children, we used to have a very affectionate black and white cat. She would sit on our laps at night and... well, I know that cats don't talk, but this one did! She would make these high-pitched noises when we came home after school. I guess she wanted food or something, but as children, we used to think she was a real person.

**CD1 Track 4**

**Student 3**

I've never been very creative, but... but, er, I've got a nephew. He's two – he's a toddler now. And last month, while I was looking after him, er, we built a house together out of this old cardboard box. He absolutely loved it, and my sister and her husband were really impressed. They were used to seeing me as someone who couldn't play or make things, but I proved them wrong!

**CD1 Track 5**

**Student 4**

As a teenager, I didn't use to do very much exercise at all, I just got used to being lazy! But now I'm older, I'm more aware of my health. I joined a gym last year and I've been making use of its facilities – you know, the pool and the tennis courts. I think my fitness level's a bit better than it used to be!

**CD1 Track 6**

- 1 A couple of years ago, I decided that I wanted to work in the hotel industry.
- 2 So that's why I've been doing a hotel-management course for the past two years.
- 3 I know that cats don't talk, but this one did!

**4** He's two – he's a toddler now.

**5** I think my fitness level's a bit better than it used to be!

**CD1 Track 7**

**1** I really don't like having animals in the home.

**2** I go running in the afternoon because I feel more energetic at that time of day.

**3** I think everyone's too busy these days to make anything by hand!

**4** I tried sewing at school, but I just couldn't do it.

**5** My brother did badly at school, yet he earns more than I do!

**CD1 Track 8**

**Narrator:** You will hear someone talking about a colour exhibition.

**Announcer:** Now, I'd like to welcome onto our show today Darren Whitlock, who's going to tell us about a very vibrant exhibition.

**Darren:** Thanks, Melanie. Yes, in fact, it's an exhibition called 'Eye for colour'. It's packed with hands-on exhibits and interactive displays and it explores the endless ways in which colour shapes our world.

Now there are 40 exhibits altogether that come under six main sections. Sadly, I haven't got time to tell you about them all today, so let me just give you a taste of what's on offer.

So to start off, there's a section simply entitled 'Seeing colour', which is, well – as the title suggests – about how we do just that. And it's a good starting point, because basically, you look at the museum gallery through a giant eyeball that's standing on a circular foot. What you don't know is that this houses a 32" camera and screen, and the overall effect of these is quite amazing.

Another section that's very interesting is called 'Colour in culture'. Here, there are a number of activities designed to illustrate the powerful links that exist between colour and certain aspects of our lifestyle, and this is done through a range of images and objects. You can visit the colour cafe that contains meals that really make you question how conditioned you are... How hungry do you feel if you're faced with a plate of pink and green fried eggs and blue sausages, for example? This section also includes activities that give visitors some idea of what it's like to view the world with a visual disability, which is something that many people have to do.

Then there's a 'Colour in nature' section, designed to illustrate the many amazing colours that we see everywhere around us – from rainbows to autumn leaves – and to give us an idea of what it's like surviving in the external environment. So you can try camouflaging yourself. This really is one for the kids – dressing up in a suit and then selecting a background where, to all intents and purposes, you disappear. And you can look at the world through the eyes of a dog or fish... what do these creatures really see?

# Speaking Part 1

## Exam information

- In this part of the Speaking test, the examiner asks questions about your home town, work or studies and some other familiar topics.
- This part lasts between four and five minutes.

**1** **2**–**5** Listen to four students answering some Part 1 questions. As you listen, decide on the focus of each student's answer, then complete the examiner's question by writing one word in each gap. In some cases, more than one answer is possible.

Student      Examiner's question



Why are you taking your current 1 course of study?



Have you ever owned a 2 .....



When did you last make something by 3 .....



How much 4 ..... do you do now compared with the past?

**2** **2**–**5** In order to achieve a vocabulary score of Band 6 or more, you need to use some advanced vocabulary. Listen again and complete each of these extracts with a word/phrase.

- A couple of years ago, I decided that I wanted to work in the .....
- I'm looking forward to graduating and getting into .....
- We used to have a ..... black and white cat.
- She would make these ..... when we came home after school.
- He's two, he's a ..... now.
- My sister and her husband were .....
- Now I'm older, I'm ..... my health.
- I joined a gym last year and I've been making use of its .....

**3** The speakers use *used to* and *would* to talk about past habits or states or to mean 'accustomed to'. Choose the correct verb form in *italics* in these extracts.

- I used to have / having a casual part-time job as a waiter when I was 16.
- She would sit / sitting on our laps at night ...
- We used to think / thinking she was a real person.
- They were used to see / seeing me as someone who couldn't play or make things ...
- I didn't use to do / doing very much exercise ...
- I just got used to be / being lazy!
- I think my fitness level's a bit better than it used to be / being!

► page 120 used to and would

**4** Work alone. Complete these sentences so that they are true for you. Then compare your ideas with a partner.

- When I was a child, I used to ..... *read a lot of books*
- When I started secondary school, I had to get used to ..... *getting up early to get a bus to school*
- After school, my classmates would ... *gather and play*
- I have never got used to ..... *spend time with them*
- Compared to the past, I am ..... than I used to be. *more tired and overworked*
- By the time I went to secondary school, I was used to ..... *always doing my homework in advance*

► Pronunciation: Sentence stress 1

**5** Work in pairs. Ask and answer these Part 1 questions using:

- some advanced vocabulary
- the different forms of *used to* and *would*
- sentence stress to express yourself clearly.

## Your school days

- At what time did you used to get up to go to school?
- How did you feel about getting up early as a child?
- Which teacher did you like best at school? Why?
- What did you particularly dislike about your school days?
- What did you look forward to most at school?
- What skills did you learn at school that might be useful in your work?

## Grammar

### Workbook, ex 3 p 10

3. school is more than a place where children learn academic knowledge, they also learn vital social skills. I would say it's mostly teamwork experience

that is granted, but hopefully, although not necessarily, children learn how to interact with others, to form long-lasting relationships, to make decisions and behave in a very unusual situation

Speaking 1. Topics → Career trends → files "job voc"

2. These are the questions from part 3. The examiner will ask you some general questions which follow on from the topic in Part 2. Prepare appr. 5 sentences for each question.

### Part 3 (4-5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

- ① Can you identify what makes a good student?
- ② Would you agree that subjects like science and maths are more difficult than art and literature?
- ③ What social skills do children learn at school?
- ④ Is there too much emphasis on academic study at school?
- ⑤ Do tests and exams help students to learn information?
- ⑥ Can you evaluate the importance of compulsory state education?
- ⑦ Should governments encourage students to take certain subjects at university?

8 Can you speculate on the challenges that universities will face in the future?

4 I believe there might be. As was mentioned earlier, school's function is not limited to giving academic knowledge, but also contains building social skills and providing children with a sense of community. As well as listening this, there shouldn't be too much focus on theoretical knowledge alone. School should be an environment for teaching children to explore, experiment and be creative.

5 It depends dramatically on the type of tests and exams. I personally think reading that interactive activities are more useful, as they actually require complete IELTS Students' book, pp 11-13, questions 1-13

6 From my point of view, the existence of compulsory state education plays a tremendous part in having a healthy and thriving community. There are all sorts of living conditions in our country, and I can imagine that but for the compulsory education, most of the people wouldn't be able to get education at all. So I think that education should be accessible, provided by the state and free, while also being high quality, and the attendance should be something to be controlled.

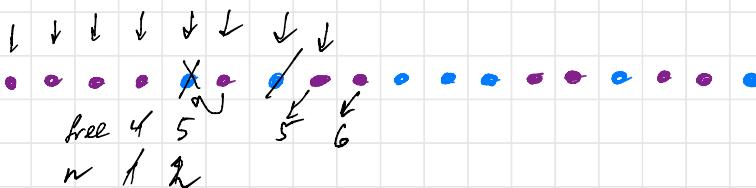
1 I suppose a good student is someone who is really keen on their studies and motivated. This person must be creative, fruitful and diligent to find solutions to all kinds of problems. Also I think another vital trait is discipline, as it is necessary to do all the work on time and keep working in an organized way.

2 I totally disagree with this. Each subject has its own easy and complicated features, but mostly there're just too different to compare. For example, literacy requires immense knowledge of all kinds of writings, the links between them, and in my opinion this is much more difficult than maths. Art students also have to learn a lot of theory, such as art history, which is a nightmare.

7. I believe that stimulating student's interest in some areas might be productive to some extent. As well as building an educated community, this could maybe regulate things as unemployment shortage of certain specialists. However, there should only go as far as encouragement and stimulation, there shouldn't be any quotas or prohibitions to join something if government isn't interested in. After all, profession is something to be taken with examination made by the heart, the person should want and choose it themselves regardless of any factors.

8. As our lives and environments change, universities will as well. We recently actually had a weirdly-entertaining chance to observe some of these alterations. For example, universities become more digitalized, there are learning management systems, online lectures and activities, university reaches outside its own lecture halls and classrooms, and this outward tendency is I think something we will see happening in the future. There will be less offline classes, probably more collaboration between distant universities, and so they'll become less of actual places where people go and sit and listen and more of the idea of community.

X



## My Job

to apply for a job/for a position of

fit job description

to hold / obtain / occupy / take up a senior / junior position

a managerial position

work **in** + place or type of work

work **for** + name of company

### Working hours

be on flexi-time; do flexitime

full-time job / go part-time

work/do overtime

go freelance – self-employed

do shift-work , work shifts

"I'm overworked and underpaid"

иметь скользящий график

штатная должность / неполная занятость

работать сверхурочно

внештатная должность

работать по сменам

humorous fixed expression

be employed by / hire, employ

нанимать

resign from a position / job; quit (quit, quit) -inf, [mainly AM]

увольняться

*He left a career in teaching to take up a position with the Arts Council...*

retire

ходить в отставку, на пенсию

dismiss, fire, sack

увольнять

be made redundant; be laid off [more informal]

быть уволенным по сокращению штатов

be promoted

получить повышение

good career prospects; excellent /poor promotion prospects

получить пособие по болезни

get sick pay

быть на больничном

be on /take sick leave

отпуск по уходу за ребенком

be on / take maternity (paternity) leave

set up / establish / launch manage / run a company

**What do you do for a living?** – I'm in publishing / banking...

Livelihood ['laɪvlɪhʊd]= living['lɪvɪŋ]

средства к существованию

earn my own livelihood; make a living, earn a living

зарабатывать на жизнь

have a career in / make a career change, make a career move

worst –paid / well-paid / low-paid job

**What are your responsibilities as an ...? = What does that involve?**

- I'm in charge of/responsible for...(part of smth, department) or I run (company, shop...)
- I deal with/handle (customer complaints)
- My job involves ... +ing

**What is your daily routine?**

- I have to attend a lot of meetings/ I have a lot of assignments to do

**What perks [rə:k] / extra benefits do you get?**

women are allowed /be on/take maternity leave and men are allowed paternity leave

be on / take sick leave

get regular salary increments ['ɪŋkrɪm(ə)nt]/ increases/ rises

scope for improvement

invest in acquiring new skills

balance studying time with

improve / boost job prospects

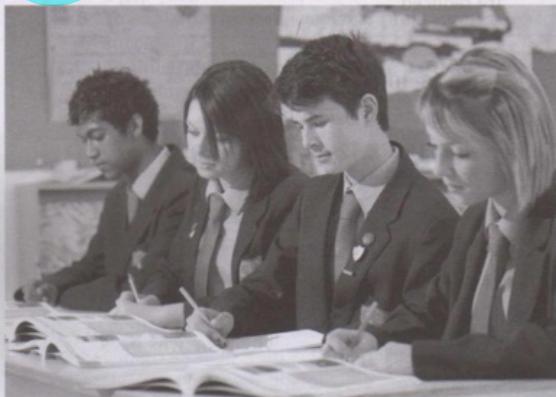
climb the career ladder

## Grammar

used to / would

Student's Book, page 120

- 1 Complete the passage with expressions from the box. Use each expression once only.



didn't use to be      used to be spent      used to pour  
used to see/sing      used to have      would arrive  
would go off      would have to      would receive  
wouldn't go

Today, the Park Street Academy is widely recognised as being one of the best colleges in the country. However, it 1 didn't use to be like this. In fact, it 2 used to have a very bad reputation. Students 3 would arrive late, and often they 4 wouldn't go to classes at all. The college building was in a terrible state. When it rained, water 5 used to pour through holes in the ceiling and the power 6 would go off suddenly without any reason. In winter, the rooms were so cold that you quickly became 7 used to see/sing people in classrooms wrapped up like they were in the Arctic. Then, in 2010, a new head teacher was appointed, and she turned the place around. Strict discipline was applied at all levels. For example, students who were late or absent without reason 8 would have to pay a financial penalty, while those who improved their academic record 9 would receive rewards in the form of things like cinema tickets. Meanwhile, money that 10 used to be spent unimportant things like computer games for the library was instead used to repair the building.

## Superlative forms

Student's Book, page 119

- 2 Underline the correct words or phrases in bold in these sentences.

- 1 My second **more** favourite / **favourite** subject was Art.
- 2 My Maths teacher Mrs Jennings was **the least** popular / **less** popular teacher in the school.
- 3 My English teacher, Mr Clark, was one of the **most** funny / **funniest** teachers I have ever had.
- 4 Mr Clark probably had the **lowest** / **most low** rate of absenteeism in the school.
- 5 When he ran the school's drama club, it had the **greatest number** / **most number** of members in its history.
- 6 It was the **greatest** popular / **most** popular activity by far.

## Past simple, present perfect simple and past perfect simple

- 3 Complete this passage with the correct form of the verbs in brackets.

Since it first opened in 1989, St Darren's College 1 has/had (have) a chequered history. The first five years 2 were had (be) slow in terms of student numbers, but after they 3 received (receive) an excellent report in 1994, the number of students applying to the college 4 rose (rise), and 5 continued (continue) to do so each year for the next eight years. However, in 2002, the college 6 saw (see) a 30% increase in enrolment. Nobody at the college 7 had predicted (predict) this, and they 8 had to (have to) increase fees. As a result, in 2003, student numbers, which 9 had been rising (rise) consistently each year since 1994, suddenly 10 stagnated (stagnate). They then 11 started (start) to fall. By 2007, student numbers 12 had fallen (fall) to less than 100. The following year, with applications at an all time low, the college 13 shut (shut) down. In 2010, the local council 14 took (take) over the buildings, and 15 started (start) offering vocational courses. Since then, St Darren's College 16 has gone (go) from strength to strength.