

5

Striving to achieve

Study, work

Study

1.1 What helps to keep you motivated in your studies?

Rate the following from 1 (*not important*) to 5 (*extremely important*).

- A having a group of hardworking friends you can study with
- B being able to study when and where you choose
- C receiving a reward for your efforts
- D getting positive feedback from your teachers or tutors
- E taking a course that offers practical work rather than simply theoretical content

1.2 ▶ 10 Listen to two people talking about studying. Which of the ideas in 1.1 are they talking about?

Speaker 1 _____ Speaker 2 _____

1.3 ▶ 10 COLLOCATION Now listen again and read recording script 10 at the back of the book. Highlight or underline the phrases connected with *study* and *motivation*.1.4 All of the words in the box collocate with the word *knowledge*. Use a dictionary to help you complete the sentences with the correct combination. Make sure you use the correct article and preposition where necessary. There may be more than one possible answer.

broaden limited local specialist prior
detailed in-depth common

- 1 Thanks to a few classes at university, I have _____ Russian.
- 2 Since the news report, details of the business deal are now _____.
- 3 Being a political reporter requires _____ national and international affairs.
- 4 Visiting the country did so much to _____ the language and people.
- 5 The Spanish course is for absolute beginners so no _____ is required.

! Error warning

Be careful with your use of articles, verbs and prepositions with the word *knowledge*. Look at the following examples:

You have a gap in **your knowledge**. NOT of your knowledge

His **knowledge** of classical music is amazing. NOT knowledge about/for

Visitors should **acquire knowledge** of the local customs. NOT ~~get the~~ knowledge

2 Complete the table. Try to give all possible forms of the words.

Verb	Noun	Adjective	Verb	Noun	Adjective
analyse			formulate		
		assessable	hypothesise		
conceptualise				indication	
	consistency		interpret		
contextualise		contextual			significant
		definable			theoretical
	establishment				valid

3.1 Read the passage below and decide which paragraph (A–D) the following ideas are from.

- 1 The *people who took part in the study* learnt to play a new video game.
- 2 People have a greater *feeling of having accomplished something* at the beginning of the learning process.
- 3 Scientists have discovered that by *calculating* the volume of areas of the brain they can *forecast* how well you will carry out a set task.
- 4 The study was *carried out* in Illinois.
- 5 There is growing *proof* that certain areas of the brain *strongly affect* our ability to *acquire* new skills.

- A** It is possible to predict your performance on a video game simply by measuring the volume of specific structures in your brain, a multi-institutional team of researchers announced this week. The study, headed by Kirk Erickson, a professor of psychology, adds to the evidence that specific parts of the brain profoundly influence a person's ability to refine his or her motor skills, learn new procedures, develop useful strategies and adapt to a quickly changing environment.
- B** Participants in the study were taught to play Space Fortress, a video game developed at the University of Illinois. Half of the participants were asked to focus on maximising their overall score in the game while also paying attention to the various components of the game. The other participants had to periodically shift priorities, improving their skills in one area for a period of time while also maximising their success at the other tasks. The latter approach, called 'variable priority training', encourages the kind of multi-tasking that is commonly required in daily life.
- C** The researchers found that players who had a larger nucleus accumbens (an area of the brain) did better than their counterparts in the early stages of the training period. This makes sense, Erickson said, because the nucleus accumbens is part of the brain's reward centre, and a person's motivation for excelling at a video game includes the pleasure that results from achieving a specific goal. This sense of achievement and the emotional reward that accompanies it is likely to be highest in the earliest stages of learning, he said.
- D** Players with a larger caudate nucleus and putamen (two other areas of the brain), learned more quickly and learned more over the training period. 'This study tells us a lot about how the brain works when it is trying to learn a complex task,' Erickson said at the conclusion of the research, which was conducted in Illinois. Such information might be useful in education or in treating disability or dementia.

3.2 PARAPHRASE Find words and phrases in the passage with a similar meaning to the words in italics in the ideas (1–5) in 3.1.

Work

4.1 ▶ 11 Listen to a talk about employment and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Previous beliefs

- need to be a graduate to get a job with good career prospects
- not attending university will limit you to work in the ¹ _____ sector

Current work situation

- can earn a good living by taking a ² _____ course
- traditional jobs not requiring university study can pay reasonably well, e.g. ³ _____
- new jobs also pay reasonably well, e.g. ⁴ _____ of solar panels
- new categories of work now, e.g. 'chrome-collar' (⁵ _____) or 'green-collar' (linked to the environment) – this is where many ⁶ _____ exist

Study options

- no longer necessary to study for a ⁷ _____
- many courses lead to an ⁸ _____ where you can learn as you work
- more graduates are attending community college to learn a ⁹ _____
- young people no longer see their work life as one ¹⁰ _____ in the way their grandparents did

4.2 ▶ 11 Match the words and phrases (1–10) from the recording with the definitions (a–j).

- | | |
|------------------------------------|--|
| 1 job market | a a term used to describe jobs done with the hands |
| 2 employable | b areas of interest or study |
| 3 a living wage | c the supply of jobs available |
| 4 blue-collar jobs / manual labour | d a term used to describe office jobs |
| 5 white-collar jobs | e series of jobs that will lead to your goal |
| 6 job vacancies | f learning while you work |
| 7 career paths | g enough pay to live on |
| 8 vocational education | h having the right skills to get a job |
| 9 on-the-job training | i positions available |
| 10 fields | j skills and education that prepare you for a job |

5 Choose the correct alternative to complete the sentences.

- 1 Finding the cure was a process of *trial and error* / *give and take*. We tried out many theories and failed many times before finally succeeding.
- 2 We are making a *human endeavour* / *concerted effort* to solve this problem.
- 3 It was only after several weeks of *strenuous exercise* / *feeble attempts* that I finally regained my fitness levels.
- 4 Building the pyramids was an amazing feat of *human endeavour* / *physical activity*.
- 5 He's currently employed as a labourer, which requires far too much *mental concentration* / *physical exertion*.

Speaking

Part 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

- 1 Do you like the building where you live? (Why? / Why not?)
- 2 What can you see from the windows where you live?
- 3 Are team sports popular in your country?
- 4 How important is it for children to do a team sport?
- 5 What kinds of food do people eat in your culture?
- 6 Is it a good idea for families to sit down to eat together? (Why? / Why not?)
- 7 Is there anything expensive that you would like to buy? (What is it?)
- 8 Does owning expensive things make people happy? (Why? / Why not?)

Part 2 (3–4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a school you attended.

You should say:

- what you learned there
 - how long you studied there
 - what the teachers were like
- and explain whether you enjoyed studying there.

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?



Test tip

Remember to give long answers to the questions. Include opinions, reasons and examples to extend your answer. You can also talk about different situations in your country or in other cultures.