



Equal Opportunities

Task: Jobless Graduates

Activity 1: Listening

Welcome to a practice listening task for the ISE III.

You are going to hear a talk about **jobless graduates**. You will hear the talk twice. The first time, just listen. Then I'll ask you to tell me generally what the speaker is talking about. Are you ready?

Audio Script

A multitude of college graduates have argued that the lack of employment that many are facing today straight out of University, needs resolving. Many dare to say that it seems preposterous that there is no work to be found and something must be done about it, be it the creation of more jobs or the tightening of how many people can complete the given degree being studied for a future career. So the question that begs to be answered is what can be done over this complicated dilemma?

Proceeding with this point in question, in the last fifty years, there has been a drastic increase in individuals attending the University. Why is this so? Well, let's analyze some of the reasons. It is widely known that the majority of university graduates that obtain employment, once graduated, earned well over half of what they would have earned without having a degree. One could easily be attracted to this idea of studying if they are earning more than double during their working life. In another view, it is broadly claimed by sociologists that the hope of a society is by furthering education, among which can be seen by the advances in the labour force, increased longevity in lifespan amongst people and seeing many societies becoming a more accepting and tolerant with different lifestyles and cultural backgrounds of its citizens. By the same token, the vast majority of college graduates believe that going to University is associated with gaining network opportunities, which will contribute to learning about different career options. Beyond a shadow of a doubt, there are those that feel that in the event that they complete their university education, they might acquire greater job security, therefore bearing and receiving the fruit of making themselves more competitive in the job market.

On the contrary, all of this seems convincing enough as is, right? So, what's the problem? Well, recent studies have put forward the fact that in numerous countries there are a lot more graduates being produced than actual existing jobs. There lies the root of the problem, really. This derives from the fact that to have success in life, one must have gone through university, or your opportunities are considerably diminished compared to those that have. Thus, it just so happens to be that this has left quite an enormous opening for trade jobs, such as being a plumber or general contractor. In addition to this, if we delve into the prior, contemplation that stems from this could be the thought that paying for a degree is really not worth the money and time invested. Many are under the impression that this dedication to higher education is a subject that not only should be reflected upon deeply, but also looked into, when we consider their counterparts, who undertook trade work, had been being paid

as well as advancing in their chosen career during the time that the University graduate was procuring their degree, to later not find any available employment or an extremely competitive market that they did not anticipate. In tandem with this, those that have found themselves in this position must have thought that they could do just fine without a degree, since many graduates find themselves working in jobs that their degrees did not prepare them for. In similar fashion, we are being taught that it does not matter what degree is studied. Countless former alumnae have the stance on this issue that all their hard work has led them into a dead-end job, that neither has them working in their studied career nor give them much of a fair shake for being able to break the glass ceiling.

Furthermore, some individuals are simply just eager to participate in learning new skills, and have discovered that they did not need to go to University to do this in the job that they work in, which does not match their degree. They have admitted to feeling a bit scammed by being convinced that there was no other way to proceed without entering into a mountain full of debt. Many of these employees would have liked to have investigated alternative learning processes now knowing that their degrees are practically worthless to them, namely through self-learning from do-it-yourself videos or reasonably priced education, like specific career certificate formation courses. Last but not least, loads of graduates have felt that they could not always match-up their passion with their University studies, and therefore were unable to pursue their interest. Even though it is a big if, if they would have gotten somewhere with what they were passionate about. Nonetheless, these same individuals feel regret by having lost so many fruitful years in studying something that has no place in their current lives.

It all boils down to how somebody should better prepare for their future, studying at university or not. In my humble opinion, one should not put all their eggs in one basket. Having a degree, a skill, such as knowing a language or computer abilities, and excelling in a beloved pursuit might all come together one day in the most unexpected of ways. What's more, it appears to be that studying a degree may very well bring about the best in nations across the world. If only all nations had their citizens study degrees, they would be more on an equal ground to those nations that do so when it comes to advancing their societies. As Mark Twain put into words, "I never let my schooling interfere with my education", meaning that everything has its limits and you should be open to all possibilities.

Can you tell me in one or two sentences what the speaker was talking about?

Now listen to the talk again. This time make some notes as you listen, if you want to. Then I'll ask you to tell me about the point of view of the speaker, the reasons for obtaining a university degree and the concerns about having one.

Now tell me about the point of view of the speaker, the reasons for obtaining a university degree and the concerns about having one. You have one minute to talk.

This is the end of the listening task.

Answers:

Point of View	<ul style="list-style-type: none"> ● Not put all your hopes in one thing, prepare for multiple things at a time
Reasons for obtaining a University degree	<ul style="list-style-type: none"> ● Earn more money when hired with a degree than without a degree ● University studies provide advances in the labour force, increased longevity amongst people and seeing many societies becoming a more accepting and tolerant society with different lifestyles and cultural backgrounds of its citizens. ● Gain networking opportunities, which will lead to learning about different career options ● Feel that they will acquire greater job security, therefore becoming more competitive in the job market
Concerns about having a University degree	<ul style="list-style-type: none"> ● Producing more graduates than jobs; much have university degree to be successful; opening for trade jobs, such as plumbers and general contractors ● Is paying for a degree worth the money and time invested compared to those in trade work, who have earner salaries and career advancement in that time frame ● Do fine without a degree; working in jobs degree did not prepare for ● learning new skills, feel scammed into getting a lot of university debt; self-learning, do-it-yourself videos and reasonably priced education ● Regret not pursuing their passion and did no match their University degree

Marks: +_ / +10

Activity 2: Reading

Find grammar in the audio script and highlight it, writing behind the grammar: For example:

You must know that... = You **must [modal verb: must]** know that

Grammar list:

Grammar Focus:

- Connectors phrases: Assuming that / In the event that / In the case that, pronoun + might + verb (Assuming that I get coronavirus, I might become immune to it.)
- Only when + subject, will + subject (Only when people stick to social media, will Covid-19 stop spreading.)
- Be it or (Something must be done about global warming. Be it recycling or commuting to work.)
- Well into (He is well into his 40s.) / Anabel is well into her C2 book, but she hasn't finished yet.) Well over (She went well over the top when she told her child off in the store.) / Well after (He got a girlfriend well after he finished college.) / Well before (She bought a house well before she was 30.)
- It is a big if.... / If...., and that is a big if... (If we all recycle, then global warming wouldn't be an issue, but that's a big if.)
- need + verb-ing (The lack of social distancing issue need solving.) / Require + verb-ing (Releasing the lockdown requires being responsible.) / want + verb-ing (The baby wants feeding.)
- Reported verbs: It is said that... / It is widely known that... / It is widely agreed that... / It is broadly claimed that... / It is rumoured that... / It is alleged that... / It is stated that... / It is asserted that... / It is reported that... / Someone is known to... + passive
- Replace "you" for "one"
- Phrasal Verb: Put forward (Recent studies have put forward the fact that...)
- Connectors; Including / Particularly / For instance / For example / By way of illustration / To name a few / Namely / For illustrative purposes / To cite an instance / For the sake of example
- Connectors Among which / That is to say / Such as / Suchlike // In similar fashion / By the same token / Side by side with / Besides / In parallel with / In tandem with / Jointly with / Along with / Apart from this
- Appear to be / Revealed to be / Be proven to be / Be found to be
- It just so happens to be / (,but) as it happens(.) (I was going to dinner this evening, but as it happens, my sister came over and brought food with her.)
- attributed to / associated with / Relate to / ascribe / lay at the door of / has to do with / it is all down to / put down to / it boils down to / it comes down to / hold responsible for
- (All of that) arise out of / emerge from / emanate from / derive from / stem from / spring from / come from (the Greenhouse effect.)
- Lies at the root of
- Gives rise to / Sow the seeds of / Spawn / Prompt / Foster / Generate / Cause / Contribute to / Trigger / Spark / Lead to / Result in / Set in motion / Fan the flames of / Feed into / Be a recipe for something / Drive / Set off
- Phrasal Verbs: Bring about / Bring on / Bring along / Bring upon

- Expressions:
Might very well / May very well / There's a big chance / Chances are
- Expression Collocations: It seems far-fetched / It is highly implausible that / There is a remote chance that / It seems preposterous that
- Collocations: fare well / go smoothly / run smoothly / proper functioning / work / do well / succeed / make good progress / go according to plan / thrive / flourish / be successful / come to fruition / bear fruit / yield results
- Expressions: To the best of my knowledge / I dare say / I do believe / I truly believe / In my humble opinion / My take on the issue is that / I feel that / My insight on this issue is / My stand on this issue is / My stance on this issue is
- Vocabulary: contemplate / chew over / mull over / think over / reflect upon / delve into / pondered over / ruminate on
- Vocabulary: investigate / fully explore / fully consider / an in-depth study / an in-depth investigation / further studied / further investigated / looked closely / reviewed thoroughly / studied in the full / broken (down) / looked into (I am under the impression that animal testing is a subject that not only should be reflected upon deeply, but also broken down / looked into.)
- Mixed Conditionals
- Modal with Passives
- Should / Might / Could / Must + have and Perfect Infinitive
- Wish / Hope / If Only
- Verbs followed gerund or / and infinitive: have them do / eager to participate
- Idioms and Expressions
- The Passive
- Tentative Expressions
- Intensifiers and Modifiers
- Signposting Words

Once you have found the majority of the grammar, write down some vocabulary and ideas in the audioscript.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Activity 3: Writing

Write an essay for your teacher (200 to 230 words) about how a young person can decide what they can prepare themselves for in their future careers.

Plan your writing with the grammar, writing format, and ideas from the writing prompt before starting.



Activity 4: Speaking

Now, think about having a two minute conversation about: How can university graduates help themselves find jobs in and out of their country? You can use ideas from the listening activity and/or add your own ideas.

What ideas can you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What questions can you ask?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.