

7 The job market

Exam focus: Completing notes, summaries, and flow charts

Aims: Predicting answers | Following instructions exactly | Locating answers in a text

Part 1: Vocabulary



1 Match the pictures 1–6 above with the careers a–f they symbolise.

- | | | |
|-----------------|-----------------|-----------------|
| a acting ____ | c medicine ____ | e the army ____ |
| b catering ____ | d retail ____ | f the law ____ |

2 Match the job sectors and industries 1–6 with the definitions a–f.

1 hospitality ____	a the way shops and businesses organise the sale of their products, for example the way they are displayed and the prices that are chosen
2 merchandising ____	b the business of selling houses, buildings, and land
3 recruitment ____	c the business of giving expert advice on a particular subject to a company or organization
4 real estate ____	d the business of providing food, drink, and other privileges for visitors or clients at major sporting or other public events
5 consultancy ____	e the business of building things such as houses, factories, roads, and bridges
6 construction ____	f the process of selecting people for an organisation and persuading them to join

- 3 Underline at least ten words or phrases related to the topic of work in the passage below. Use your dictionary if necessary.

Universities are expanding opportunities to spend a year overseas, meaning that not only language students benefit from time spent in another culture. Amanda Harper, head of placements at Bath University, says going abroad offers students the chance to widen their cultural horizons and develop an international network of friends and contacts.

'One of my science students learnt to dance salsa and speak Spanish during his year in Costa Rica,' she says. 'The students mature and their confidence increases. These changes are unquantifiable in terms of marks but the time management skills, presentation skills and ability to deal with the world are vastly improved when they come back from their placements.'

As it becomes increasingly difficult to stand out in the graduate job market, a year's experience in another country could be what separates one student from others with the same results. A survey for the Confederation of British Industry found that 56 per cent of employers were not satisfied with graduates' foreign language skills and 40 per cent were dissatisfied with candidates' international cultural awareness.

Most overseas placements are taken in the third year of university, after which students return for a fourth and final year. Cassandra Popli, 22, who spent a year at California State University in Long Beach, got a job in California which she will take up after graduating from Swansea University this summer. 'I feel like I have got so much more from that year abroad than I would have if I had stayed here,' she adds.

- 4 In the text from Exercise 3, find words that collocate with the words 1-6.

- | | |
|----------------|-------------------|
| 1 expand _____ | 4 _____ a network |
| 2 go _____ | 5 increase _____ |
| 3 widen _____ | 6 take up a _____ |

- 5 Complete the passage with the words a-k.

- | | | |
|----------------|-------------|-------------|
| a counterparts | e managers | i salaries |
| b gap | f market | j study |
| c industries | g rate | k workforce |
| d ladder | h recession | |

Young women entering the current job (1) _____ have more than fifty years to wait before they could be paid the same as men. Female managers saw their pay increase half a percentage point faster than their male counterparts last year, according to a (2) _____ by the Chartered Management Institute. Even if that (3) _____ of improvement continues, the pay (4) _____ will not be closed until 2067.

Women's (5) _____ increased by 2.8 per cent in 2009, compared with 2.3 per cent for men. There is better news in the boardroom, however, where female (6) _____ out-earn men with an average salary of £144,729 compared with £138,765. At the other end of the career (7) _____, junior male executives receive £22,253 on average - £1,065 more than their female (8) _____.

The largest pay gaps were in the IT and pharmaceutical (9) _____, at £17,736 and £14,018 respectively. The Midlands has the worst regional divide.

The (10) _____ also appears to have hit women managers hard, with 4.5 per cent of the female (11) _____ made redundant last year, compared with three per cent of men.

The general secretary of the trade union Unison, said: 'It is a disgrace that women will have to wait until 2067 for the pay gap to close - nearly 100 years after the Equal Pay Act. This glacial progress towards fairness cannot be allowed to go on.'

6 Match the statements 1–15 with statements a–o.

1 I work with animals. ____	a I am having cash flow problems.
2 I am buying baby clothes today. ____	b I am an actor.
3 I administer first aid. ____	c I am applying for jobs.
4 I solve computer problems. ____	d I work in IT.
5 I will get redundancy pay. ____	e I do a lot of voice-overs.
6 I deliver babies. ____	f I am on strike.
7 I have appeared in several commercials. ____	g I am getting a pay rise.
8 You can hear my voice in a commercial. ____	h I am on maternity leave.
9 I am filling in forms and updating my CV. ____	i I am retiring.
10 My job is taking care of my family. ____	j I am being laid off.
11 My wages will increase by seven per cent. ____	k I am a paramedic.
12 My products are selling well, but I am having problems paying my bills at the moment. ____	l I work as a midwife.
13 I present a radio programme. ____	m I am a veterinarian.
14 I am unhappy with my working conditions and am doing something about it. ____	n I work in broadcasting.
15 I will soon be collecting my pension. ____	o I am a househusband.

7 Answer the questions 1–5. Use a dictionary if necessary.

- Can you list all the jobs you and people in your family have had?
- What industries were these jobs in?
- Which professions or industries would you never consider working in?
- Which of these are more important to you: type of work, pay, colleagues or working conditions?
- Blue-collar workers usually have manual jobs, whereas white-collar workers usually work in an office. Who is likely to get wages? Who is likely to get a salary?
- Name three jobs that a blue-collar worker might do. Name three jobs that a white-collar worker might do.

8 Unscramble the anagrams 1–12. They are all words from Exercises 1–7.

- | | |
|---------------------|------------------------|
| 1 sweag _____ | 7 youcanclstn _____ |
| 2 crowefork _____ | 8 penelmact _____ |
| 3 talier _____ | 9 partnertouc _____ |
| 4 trenkow _____ | 10 ginshandcremi _____ |
| 5 dunystir _____ | 11 gnitsacdaorb _____ |
| 6 tutinccosnr _____ | 12 vtrnrneieiaa _____ |

Exam tip: Vocabulary cannot be learnt without revision. Try to revise little and often.

Part 2: Practice exercises

i Exam information: Completing notes, summaries, or flow charts

This task tests your ability to understand the main ideas in a section of text or to understand details.

You are given a summary of information from a text, but there will be information missing which you have to find in the text. The summary may consist of connected sentences of text or a flow chart, which is a series of steps linked by arrows to show a sequence of events.

The answers are unlikely to be in the same order as you will find them in the text, but you usually only have to look at a section of text, not the whole.

You have to select a certain number of words (e.g. one, two or three) from the text or choose the right word from a list of possible answers.

Exam tip: When you are completing notes or a summary, try to predict what kinds of words may be missing by using your knowledge of grammar.

- 1 Draw a table like the one below and put the words into the correct group. Some words belong in more than one group.

additional business calculated consumer economic employ harmful job
management market maximise offer product search value

Verbs	Nouns	Adjectives

- 2 Read the passage. Predict what type of word is missing in the spaces 1–8 and give an example of a possible answer. The first one has been done for you.

Jobs drive demand in the economy and they drive consumer and (1) _____ confidence. A jobless recovery, or worse, a job-loss recovery, is of little (2) _____.

The recent economic numbers have been (3) _____, including that highly encouraging 0.8% for third-quarter gross domestic product (GDP) growth and last week's better-than-expected purchasing managers' surveys for manufacturing and services.

Numbers are numbers, jobs are real. Most people do not spend time poring over the national accounts or (4) _____. Economic misery or joy is (5) _____ defined by the state of the labour market.

What counts, therefore, is whether growth is (6) _____ into employment. Friday's better American job numbers have not altered a picture in (7) _____ unemployment hangs like a cloud over America. The state of the job market helps to explain why America appears more (8) _____ and depressed by the downturn than many other countries, including Britain.

- 1 noun: 'and' is a coordinating conjunction and we would expect the same type of structure before and after it. 'Consumer' is a noun used as an adjective before 'confidence'.

Possible answer: retail

- 3 Below are three options for each of the spaces 1–8 in the passage in Exercise 2 on page 64. Use the predictions you made in Exercise 2 and choose the best option for the context.

- | | | |
|----------------|-----------------|-------------|
| 1 a business | b shoppers | c raise |
| 2 a spending | b jobs | c use |
| 3 a good | b down | c calculate |
| 4 a accountant | b international | c surveys |
| 5 a mainly | b rarely | c last |
| 6 a found | b converted | c mostly |
| 7 a which | b America's | c whose |
| 8 a encouraged | b poverty | c damaged |

Exam tip: Always follow the exam instructions carefully, or you will lose marks.

In tasks that ask you to summarise, the following instructions apply:

- You are told how many words you can use in your answer.
- Numbers can be written using figures or words. A number or symbol counts as one word.
- Hyphenated words count as single words.

- 4 Look at the answers 1–5 which were given by a student. The instructions were to use 'NO MORE THAN THREE WORDS' from the text. For which answer(s) will she not get a mark?

- 1 the downturn
- 2 for manufacturing & services
- 3 the job-loss recovery
- 4 the jobless recovery
- 5 0.8 per cent growth

Exam tip: Summaries are usually based on a specific section of the text, so do not waste your time reading sections you do not need to complete the task.

- 5 Read the (incomplete) summary and state briefly what it is about.

Students who work need to make sure that they are not being taken advantage of. If they are aware of (1) _____, they can ensure that their employers treat them fairly. If they are (2) _____ than twenty-one years old, they should be earning just under £6.00 per hour. The law is also clear about the right to certain breaks and to a (3) _____. However, agency workers have fewer rights than (4) _____. Student workers also have responsibilities, for example, they have to pay (5) _____.

- 6 Scan the passage and find the section that relates to the topic of the summary in Exercise 5 above.

The current graduate job market is the toughest in recent memory. The traditional recruiters are taking on fewer graduates, and the class of 2010 are, in many cases, competing with the class of 2009 for those posts available. But the difficulties for students do not end there: for those either starting or returning to a course this autumn, the market for part-time work is just as tough.

For the majority of full-time undergraduates, part-time employment is a vital source of supplementary income. Most studies show that at least 50 per cent of students work during term time, and around 90 per cent in vacations. About 70 per cent of those in work say that they do so to cover basic living expenses, so this is not just to fund socialising either.

It seems likely, however, that the current cohort of students may find it more difficult than their predecessors to find such employment. There are fewer jobs to find, and much greater competition from the non-student population for those that still exist – recent estimates put the number of people in part-time employment at record levels, as fewer full-time posts are available in the general economy.

But if you are a student looking for additional income, there are steps that you can take to maximise your chances of getting a job. Most universities will have a job shop, operated by the institution or the students' union. As these cater specifically for students, they will at least make the search easier. In addition, most if not all will, to some extent, filter the jobs to ensure that the employers are not completely evil, and will offer help with key job application skills such as writing CVs, personal statements and interview techniques. You can find a list at www.nases.org.uk.

Students' unions themselves often employ large numbers of student staff, usually with relatively good pay and conditions. The trick here is to apply well before term starts, as any jobs are usually gone by freshers' week (not least because the staff need to be in place by then).

If you do not like the idea of a boss, you could also consider self-employment. For example, if you have particular skills, such as design or computer programming, you can advertise these on sites such as Student Gems (www.studentgems.com).

For those of you who do find work, there are also various points to keep in mind. The National Union of Students is often asked to put a figure on the maximum hours that a student should work. There are a range of opinions on this: often the figure of 16 hours a week is mentioned, whereas Cambridge University forbids its students from taking up employment during term time. Of course, what is suitable for you will depend on your circumstances – a history student with ten hours of formal classes a week might be able to work more than a medicine student with 35.

Research has shown that there is a correlation between a high number of hours worked and the likelihood you will end up with a lower degree classification, so you should be careful about balancing any work with your studies. You might also want to consider when you work: night shifts might pay better but they can have a harmful effect on your coursework.

Then there is the issue of what sort of work. In an ideal world, students would be able to find employment in areas that are relevant to their future careers, or at least which pay well. Alas, this was never easy, and may well be all the more difficult now. In any case, most students are still to be found in low-paid and low-skilled jobs in catering and retail.

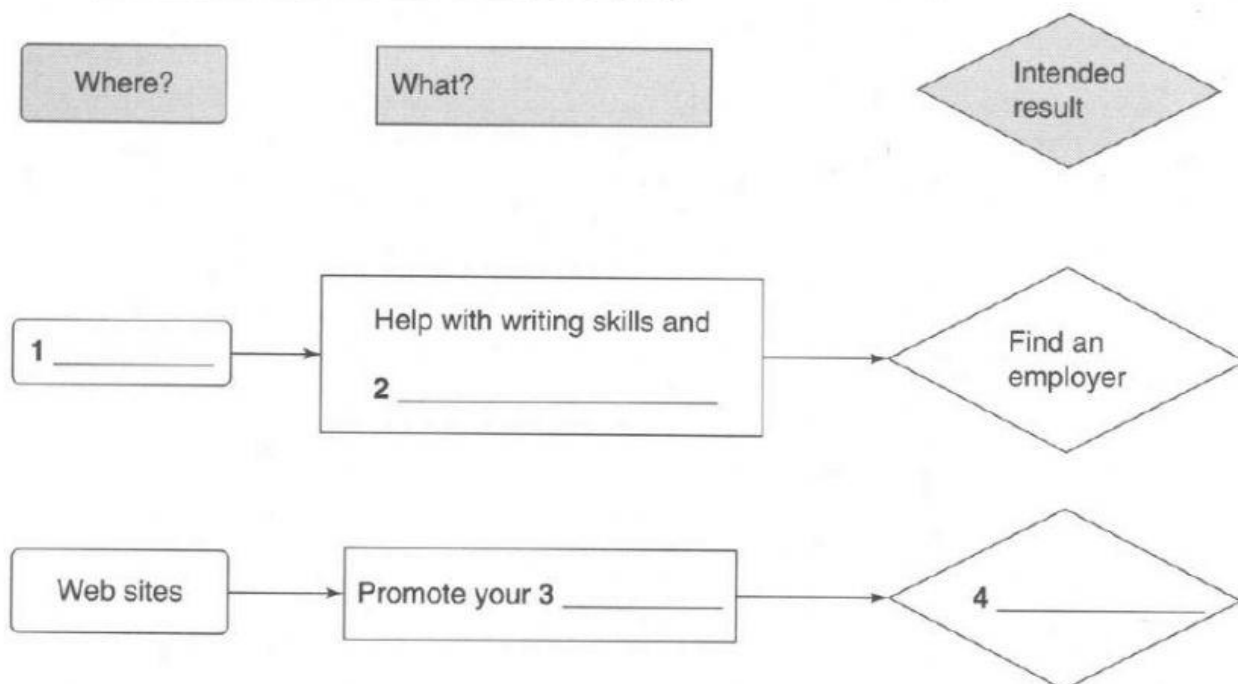
But whether you are bar staff or an agency nurse, you need to know your rights. Employers have to obey the law, no matter how challenging the job market is. For example, you should be paid at least the minimum wage – from October it is £4.92 an hour if you are 18–21 or £5.93 an hour if you are older. All employees are entitled to a written contract, and a rest period if your shift is six hours or longer. Part-time employees cannot be treated less favourably than full-time workers, although if you work through an agency, you can be treated less favourably at present than permanent employees in certain circumstances, so be careful. A full list of rights is available at www.direct.gov.uk/employees.

One way to ensure that your rights are upheld is to join a trade union. They can help you discuss employment matters with your bosses and bargain for better rights in your workplace. Student workers often get a rough deal – but there is safety in numbers.

Talking of numbers, one last thing to watch out for is tax. Students are actually liable for income tax, contrary to popular belief. Fear not, though, as at present 80 per cent of students don't earn above their 'personal allowance' (the amount everyone can earn before tax is applied, which is £6,475 in 2010/11, rising to £7,475 in 2011/12). However, because of their erratic work patterns, and the way tax is calculated, students can sometimes end up paying tax erroneously – so if you think you have, contact HM Revenue and Customs about a refund – www.hmrc.gov.uk/incometax.

- 7 Complete the summary in Exercise 5 using **NO MORE THAN TWO WORDS** taken from the text for each gap. Refer only to the relevant part of the text.
- 8 Find the section of the text in Exercise 6 that is relevant to the flow chart below. Then complete the flow chart using **NO MORE THAN TWO WORDS** from the text for each gap.

HOW TO LOOK FOR WORK WHILE YOU STUDY



Part 3: Exam practice

Complete the summary below with words from the text underneath. Use **NO MORE THAN THREE WORDS** for each answer.

Summary:

Up until recently, students expected to earn good money after graduation. However, there has been a dramatic [1] _____ in attitude, and a minority now think that they will work in a field that they are [2] _____ for. It is still worth doing higher studies in the UK because the gap in earning between university graduates and the people who do not have university degrees is greater than anywhere else [3] _____. Because of the current economic situation, there may be fewer employment opportunities available, so for [4] _____, qualifications are very important.

The recession has brought about an abrupt change of mood on university campuses up and down the country. A five-year boom in the graduate job market has been stopped in its tracks and salary expectations, which hit record levels last year, are heading southwards. No wonder only one in five of 16,000 final year students questioned for a recent survey by High Flyers Research said that they expected to get a job for which they are qualified by the time they graduate this summer.

Despite the gloom, the financial case for going to university remains compelling. International surveys continue to show the salary premium enjoyed by UK graduates over those who choose not to go to university as among the highest in the world. In the post-recession world, a university degree is likely to be even more of an advantage to job-seekers than before.

But choosing the right degree course and the right university will also be more important than ever. This does not necessarily mean that students should go only for job-related degrees, but it will put a premium on marketable skills. And it may mean that more universities can be expected to follow the lead of Liverpool John Moores University, which puts all of its undergraduates through a World of Work (WoW) course designed to give them the problem-solving and communications skills they will need at work.

The Times Good University Guide 2010, published by HarperCollins, offers a wealth of essential information to help candidates to navigate the maze of university choice, as well as advice on student life. It is the most authoritative guide to universities in the UK and is an essential and comprehensive tool for students and parents.

The online version of the Guide allows students and parents to create their own individual university rankings and to compare the strengths and weaknesses of different institutions by sorting universities according to one of eight criteria – from student satisfaction to research quality and degree results. The table sees Oxford maintain its leadership, despite coming below Cambridge in most of the subject tables. Cambridge has the better record on student satisfaction, research, entry standards, completion and graduate destinations, but Oxford's lead in staffing levels, degree classifications and particularly in spending on libraries and other student facilities makes the difference.

The biggest climbers at the top of the table include Liverpool (up from 43 to 28), Leeds (up from 31 to 27), Sheffield (up from 22 to 18), Edinburgh (up from 18 to 14) and Exeter (up from 13 to nine). St Andrews remains the top university in Scotland, while Cardiff is well clear in Wales.

The key information is contained in the 62 subject tables, which now cover every area of higher education. The number of institutions in this year's tables has increased by only one because a fourth university – the West of Scotland – has instructed the Higher Education Statistics Agency not to release its data. It joins Swansea Metropolitan, London Metropolitan and Liverpool Hope universities in blocking the release of data to avoid appearing in league tables.