

Why do we need *lifelong learning*?

Incentives play an important (0) C in our decisions to learn. As we get older, the outcomes of (1) in learning may not be the same as when we were younger. For example, we are less likely to be (2) as a result of training. The type of work-related training or learning we do also changes as we get older. Workers over 45 years old are more likely to participate in learning (3) that relate directly to their function. So they may choose to (4) those technical skills directly related to their work. By contrast, young workers are more (5) to participate in training that is an investment in their future careers.

Organisations also want to continually (6) their skills base. Recently, business has (7) this largely through a steady inflow of newly- (8) young people onto the labour (9) Traditionally, we have had a mix of those young people who bring new formal skills to the workplace, and a small proportion of older workers who (10) their experience.

What we are seeing now is a decreasing proportion of young people entering the workforce and an increase in the proportion of older people. So, unless we change the (11) of our education and learning across life, we will see a (12) in formal skills in the working population.

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|-------------------|----------------|--------------|-------------|
| 0 A focus | B game | C role | D feature |
| 1 A participation | B contribution | C attendance | D activity |
| 2 A raised | B promoted | C advanced | D upgraded |
| 3 A actions | B activities | C acts | D modules |
| 4 A relearn | B promote | C restore | D upgrade |
| 5 A probable | B likely | C possible | D liable |
| 6 A restart | B renovate | C restore | D renew |
| 7 A affected | B fulfilled | C achieved | D succeeded |
| 8 A educated | B taught | C qualified | D graduated |
| 9 A workforce | B employment | C staff | D market |
| 10 A donate | B supply | C contribute | D sell |
| 11 A way | B method | C means | D nature |
| 12 A decline | B cutback | C fall | D lessening |

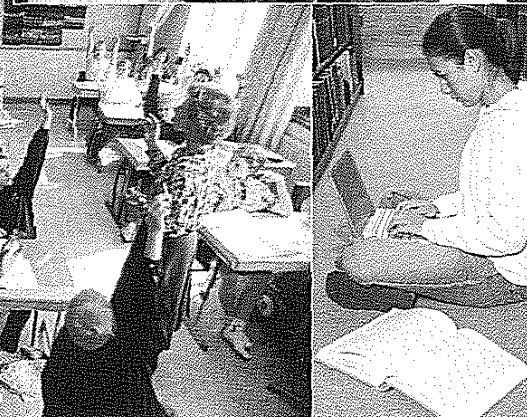
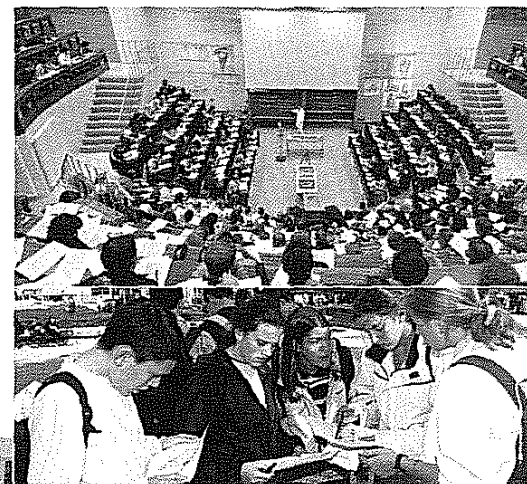
Speaking Part 3

① Look at the six photographs of different learning situations, and discuss these questions in pairs or small groups.

- Which of these situations have you personally experienced? What did you like or dislike about the situations?
- How is the teacher-learner relationship different in the six situations?

② You are going to hear two people discussing the photographs. First read what they were asked to talk about.

Here are some pictures showing different approaches to learning. First, talk about the approaches shown in these pictures, then decide which approach is the most suitable for students learning a foreign language.



13 As you listen to the conversation, think about these questions.

- How well do the speakers meet these CAE criteria for Speaking Part 3?
 - keeping the conversation flowing
 - exchanging ideas
 - expressing and justifying opinions
 - agreeing and/or disagreeing
 - making suggestions
 - speculating
 - reaching a decision through discussion
- Do both speakers use 'a range of vocabulary to meet the task requirements'?

14 The sentences below are quite precise ways of describing the photos. If you don't know the exact words to say something, you can use vaguer, less precise language (see page 84). Replace the words and phrases in *italics* with vaguer alternatives.

- ... the next picture is of a student and *instructor* in a sort of one-to-one learning session which would probably be *suitable* for learning *certain skills*.
... *the next picture is of a student and someone, not sure who, in a ...*
- the next one's a student on a computer - probably learning *facts and information* off the net, which again probably wouldn't be a *suitable method* of learning a language ...
- M *Interacting with people*, perhaps.
W Yes, that'd probably be a good way to learn a language.
M *Having conversations with them ...*

15 Listen to the conversation again and check your answers.

16 Work in pairs. Answer the same question as the two speakers on the recording. Make sure you:

- keep the conversation flowing (it should be continuous)
- exchange ideas, express and justify opinions
- agree or disagree
- make suggestions and speculate
- use a wide range of vocabulary.

Exam advice

- Although the examiner will ask you to try to reach an agreement with your partner or to make a joint decision, it is more important that you use appropriate language and conversation strategies to negotiate and discuss with each other than that you come to agreement.
- If you do not agree or reach a joint decision, you should express polite disagreement.

Writing Part 1 A report

Exam advice

Read the instructions carefully to identify:

- who will read the report
- the purpose of the report.

You should:

- deal with all the information in the input material
- give factual information and make recommendations
- organise your report clearly into sections with headings.

17 Work in pairs. Read the writing task below and answer these questions.

- What sections would be appropriate for this report? What headings could you give these sections?
- Are there any points in the notes that could be combined?

You are part of a student committee looking into ways of improving the facilities in your place of study. You have been asked to write a report summarising some of the suggestions made by people you have interviewed as part of your research. You have made a note of comments made by three groups of people.

Students

- more self-study rooms with computers
- more choice in canteen (menu never changes)
- more students than last year, so sports centre always overcrowded

Staff

- more car park spaces for staff (away from visitors' and students' areas)
- each staff member should have own computer - having to share led to inefficiency
- canteen overpriced

Visitors

- clearer signposts to Reception and Department offices
- more car parking for visitors

Write your **report**. Write 180-220 words.