

Audioscript

Listening comprehension

*For items 1–10 listen to a passage from a lecture and decide whether the statements (1–10) are **TRUE (A)**, or **FALSE (B)** according to the text you hear. You will hear the text twice.*

You have 20 seconds to study the statements.
(pause 20 seconds)

Now we begin.

The graduate employment market is undergoing radical and unexpected change. It is not only that the economic pattern and demand are changing. The aspirations of today's graduates differ fundamentally from those who are now in their thirties and forties. People who recruit and employ today's graduates are not dealing with youthful versions of themselves.

The new surveys show that the overheated market for new graduates, which for several years has left employers with one vacancy in ten unfilled, is cooling down.

The total demand for graduates is falling for the first time in several years, according to a survey of the Association of Graduate Recruiters. Even so, 42 per cent of employers still expect to have unfilled vacancies. Two-thirds of these report problems with engineers and scientists, and a fifth in finance and computing.

We are likely to see a more complex and fragmented market with growing shortages, but with a rising proportion of weaker graduates, who will not easily be able to enter jobs and careers to which they aspire. Indeed, we may see growing graduate shortages co-existing with rising levels of graduate unemployment and underemployment in the next year or so.

Today's graduates have different aspirations from the Boomers now in their thirties and forties, according to the research conducted in North America and Britain.

The new graduates, labelled Generation X, postpone commitment, wanting to keep their options open as long as possible. They have a great fear of boredom and prefer short-term projects. They love facts and processes and feel powerful from knowing 'how'.

Boomers love adventure, independence and risk, can work to general goals and can tolerate ambiguity and multiple answers. They want to be 'artists' at what they do, value creativity, are self-directed and want to do things 'my way'. They can write, speak and conduct self-directed research well. They can be suspicious of corporate ideology, distrust authority but can be forgiving if it errs. They loathe evaluation.

In contrast, Generation X graduates love information, work best to concrete goals, expect clear standards and procedure, want to be 'experts' at what they do, like guided practice supervised by organized people, and over-estimate their

communication and research skills. They demand corporate ideology, trust authority but find it hard to forgive if it errs. They love evaluation. ...

You have 20 seconds to check your answers.
(pause 20 seconds)

Now listen to the text again.
(text repeated)

You have 20 seconds to check your answers.
(pause 20 seconds)

For items 11–15 listen to the dialogue. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text twice.

You now have 25 seconds to study the questions.
(pause 25 seconds)

Now we begin.

A Gap Year

Bob: Connie, I wonder if we could have a chat about my plans?

Connie: No problem, Bob.

Bob: As you know, I'm trying to work out what to do next year. All I know is I really want to study, but not immediately. I think doing a gap year could be just the thing for me. After all I wouldn't want to waste money studying the wrong thing.

Connie: Absolutely not. I certainly wouldn't want that. I'm guessing you would be thinking of something abroad? Have you considered doing some voluntary work? Conservation work or something? It'd help you decide exactly what to study and be a chance to broaden your horizons – you know beyond here and school and before college.

Bob: Yes, Connie. But my parents don't support me. They are not such fans of gap years. They think we, young people, have too many choices and should just work as they had to.

Connie: Well, try to convince them that the experience does help find out what to do and voluntary work abroad is seen very favourably by many employers and universities nowadays. It's great life experience.

Bob: It seems to me that it might not be a bad idea to find out more about it. Maybe we can ask around, look on the net...

Connie: Well, actually there is an information evening at school, lots of people are interested so the school got some organizations in to talk to us. And there're some reports from people who have done it already. I think a couple of them might even be there.

Bob: When is that then?

Connie: Well, there is nothing to lose in finding out, is there?

You have 20 seconds to check your answers.
(pause 20 seconds)

Now listen to the text again.
(text repeated)

This is the end of the listening comprehension part. You have 1 minute to complete your answer.