

LANGUAGE LEADER
READING

4

先锋英语

阅读教程

总主编：陈晓茹

总主审：陈达

主编：李道全

高等教育出版社

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XIANFENG YINGYU YUEDU JIAOCHENG

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前言

2007年7月，教育部正式颁布了《大学英语课程教学要求》，其中对大学生的英语阅读能力提出了明确要求：“能基本读懂一般性题材的英文文章”“能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章，掌握中心大意，理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”本教程严格按照以上培养要求，在设计和编写中力求准确把握大学英语教学的性质与目标。同时，借鉴《先锋英语》系列教材中注重培养批判性思维、树立团队意识、提升人文素养等理念，通过语言的强化输入和训练，帮助学生夯实语言基础、提高阅读能力的同时，培养学生的分析和思辨能力，使之成为具备国际化视野和创新实践能力的新型人才，以适应国家和社会发展的需求。

教材特色

• 选材内涵丰富，体现时代特色

文章题材涉及政治、经济、科技、文化、艺术、教育、体育以及日常生活、社会习俗等方面，符合新一代大学生的知识结构与思维特点，体现社会发展与时代特色。通过本套教程的学习，学习者能够充分地接触各种体裁的阅读材料，在提高阅读能力的同时，了解当今世界的社会现状与文化。

• 语言鲜活地道，确保原汁原味

文章多选自近年来英语国家主要媒体的网站和出版物，题材丰富、内容多样。在选编过程中，为确保文章的真实性和可读性，编者对原文不作随意改动，以满足学习者接触原汁原味的语料的需求。同时，注重结合当今中国大学生感兴趣的或与之密切相关的话题，在选题和架构上着力凸显阅读的趣味性、新颖性和实用性。

• 学练紧密结合，测试反拨教学

本教程的学习内容强调由浅入深、循序渐进，其练习设计与目前国家大学英语四、六级考试的阅读题型保持一致，以帮助学生有针对性地进行训练，有效提高考试成绩。每单元的练习题可供学生作为限时测试，以便发现不足与弱项，及时调整学习策略，充分发挥测试对教学的反拨作用。

框架结构

- 本套教材分为1—4级，每级包括10个单元，每单元包括4篇阅读文章。文章长度从第1级的

每篇700词左右过渡到第4级的每篇1 200词左右。

- 内容上，每单元围绕同一主题展开，由宏观到微观，与《先锋英语》综合教程各单元主题相呼应，拓展学生对单元主题内涵的学习，加深学生对单元主题的理解，增加学生在该方面的词汇量，从而为综合教程制定的单元教学目标服务。建议将本书与综合教程结合使用。
- 练习形式包括信息匹配、单项选择、是非判断、信息填空等题型，既有跟四、六级考试完全一致的题型，又有所突破，多方位训练、培养、考查、提升阅读理解能力。书后附有练习参考答案，便于自学。

编者才疏学浅，虽竭尽所能，必有遗漏与不周，敬请使用者不吝赐教。

编者
2015年1月

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Unit 1

Education and Employment

Section **A**

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.*

Can Digital Textbook Truly Replace the Print Kind?

- A** The pain points of traditional print edition textbooks are obvious: For starters they're heavy, with the average physics textbook weighing 3.6 pounds. They're also expensive, especially when you factor in the average college student's limited budget, typically costing hundreds of dollars every semester. But the worst part is that print version of textbooks are constantly undergoing revisions. Many professors require that their students use only the latest versions in the classroom, essentially rendering older texts unusable. For students, it means they're basically stuck with a four pound paper-weight that they can't sell back.
- B** This is why digital textbooks, if they live up to their promise, could help alleviate many

of these pain points. But till now, they've been something like a mirage (幻影) in the distance, more like a hazy (模糊的) dream than an actual reality. Imagine the promise: Carrying all your textbooks in a 1.3 pound iPad? It sounds almost too good to be true. But there are a few pilot schools already making the transition over to digital books. Universities like Cornell and Brown have jumped onboard. And one medical program at the University of California, Irvine, gave their entire class iPads with which to download textbooks just last year.

- C** But not all were eager to jump aboard. "People were tired of using the iPad textbook besides using it for reading," says Kalpit Shah, who will be going into his second year at Irvine's medical program this fall. "They weren't using it as a source of communication because they couldn't read or write in it. So a third of the people in my program were using the iPad in class to take notes, the other third were using laptops and the last third were using paper and pencil." The reason it hasn't caught on yet, he tells me, is that the functionality of e-edition textbooks is incredibly limited, and some students just aren't motivated to learn new study behavior.
- D** But a new application called Inkling might change all that. The company just released an updated version last week, and it'll be utilized in over 50 undergraduate and graduate classrooms this coming school year. "Digital textbooks are not going to catch on," says Inkling CEO Matt MacInnis as he's giving me a demo over coffee. "What I mean by that is the current perspective of the digital textbook is it's an exact copy of the print book. There's Course Smart, etc., these guys who take any image of the page and put it on a screen. If that's how we're defining digital textbooks, there's no hope of that becoming a mainstream product." He calls Inkling a platform for publishers to build rich multimedia content from the ground up, with a heavy emphasis on real-world functionality. The traditional textbook merely serves as a skeleton.
- E** At first glance Inkling is an impressive experience. After swiping (敲击) into the iPad app, which you can get for free here, he opens up a few different types of textbooks. Up first is a chemistry book. The boot time is pretty fast, and he navigates through (浏览) a few chapters before swiping into a fully rendered 3D molecule that can be spun around to view its various building blocks. "Publishers give us all of the source media, artwork, videos," he says. "We help them think through how to actually build something for this platform." Next he pulls up a music composition textbook, complete with playable demos. It's a learning experience that attacks you from multiple sensory directions. It's clear why this would be something a music major would love.
- F** But the most exciting part about Inkling, to me, is its notation (批注) system. Here's how it works! When you purchase a used print book, it comes with its previous owner's highlights and notes in the margins. It uses the experience of someone who already went through the class to help improve your reading (how much you trust each notation is obviously up to you).

- G** But with Inkling, you can highlight a piece of content and make notes. Here's where things get interesting, though: If a particularly important passage is highlighted by multiple Inkling users, that information is stored on the cloud and is available for anyone reading the same textbook to come across. That means users have access to notes from not only their classmates and Facebook friends, but anyone who purchased the book across the country. The best comments are then sorted democratically by a voting system, meaning that your social learning experience is shared with the best and brightest thinkers. As a bonus, professors can even chime in (插话) on discussions. They'll be able to answer the questions of students who are in their class directly via the interactive book.
- H** Of course, Inkling addresses several of the other shortcomings in traditional print as well. Textbook versions are constantly updated, motivating publishers by minimizing production costs (the big ones like McGraw-Hill are already onboard). Furthermore, students will be able to purchase sections of the text instead of buying the whole thing, with individual chapters costing as little as \$2.99.
- I** There are, however, challenges. "It takes efforts to build each book," Maclnnis tells me. And it's clear why. Each interactive textbook is a media-heavy experience built from the ground up, and you can tell that it takes a respectable amount of manpower to put together each one. For now the app is also iPad-exclusive, and though a few of these educational institutions are giving the hardware away for free, for other students who don't have such a luxury it's an added layer of cost — and an expensive one at that.
- J** But this much is clear. The traditional textbook model is and has been broken for quite some time. Whether digitally interactive ones like Inkling actually take off or not remains to be seen, and we probably won't have a definite answer for the next few years. However the solution to any problem begins with a step in a direction. And at least for now, that hazy mirage in the distance? A little more tangible (可触摸的), a little less of a dream. (1 059 words)

-
1. Matt Maclnnis describes the updated version of Inkling as a platform for building multimedia content.
 2. With the help of Inkling, students can buy an individual chapter at a cost of \$2.99 instead of buying the whole book.
 3. Whether digital textbooks will catch on still remains to be seen.
 4. One can share his learning experience with the best and brightest thinkers based on Inkling's notation system.
 5. According to Kalpit Shah, some students still use paper and pencil because they find it troublesome to take notes with an iPad.
 6. One additional advantage of the interactive digital textbook is that professors can join in students' online discussions.

- _____ 7. One of the challenges to build an interactive digital textbook from the ground up is that it takes a great deal of manpower.
- _____ 8. Inkling CEO Matt MacInnis explains that the problem with Course Smart's current digital textbooks is that they are no more than print versions put on a screen.
- _____ 9. Cornell University and Brown University are making the transition over to digital books.
- _____ 10. The biggest problem with traditional print textbooks is that they are not reused once a new edition comes out.

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.*

Small Schools Rising

- A** Fifty years ago, they were the latest thing in educational reform: big, modern, suburban high schools with students counted in the thousands. As baby boomers (第二次世界大战后婴儿潮时期出生的人) came of high-school age, big schools promised economic efficiency. A greater choice of courses, and, of course, better football teams. Only years later did we understand the trade-offs this involved: the creation of excessive bureaucracies (官僚机构), the difficulty of forging personal connections between teachers and students. SAT scores began dropping in 1963; today, on average, 30% of students do not complete high school in four years, a figure that rises to 50% in poor urban neighborhoods. While the emphasis on teaching to higher, test-driven standards as set in *No Child Left Behind* (《不让一个孩子掉队法》, 美国总统乔治·布什提出的教育改革法案) resulted in significantly better performance in elementary (and some middle) schools, high schools for a variety of reasons seemed to have made little progress.
- B** Size isn't everything, but it does matter, and the past decade has seen a noticeable countertrend toward smaller schools. This has been due, in part, to the Bill and Melinda Gates Foundation, which has invested \$1.8 billion in American high schools, helping to open about 1 000 small schools — most of them with about 400 kids each with an average enrollment of only 150 per grade. About 500 more are on the drawing board. Districts all over the country are taking notice, along with mayors in cities like New York, Chicago and San Diego. The movement includes independent public charter schools, such as No.1 BASIS in Tucson, with only 120 high-schoolers

and 18 graduates this year. It embraces district-sanctioned magnet schools, such as the Talented and Gifted School, with 198 students, and the Science and Engineering Magnet, with 383, which share a building in Dallas, as well as the City Honors School in Buffalo, N.Y., which grew out of volunteer evening seminars for students. And it includes alternative schools with students selected by lottery (抽签), such as H-B Woodlawn in Arlington, Va. And most noticeable of all, there is the phenomenon of large urban and suburban high schools that have split up into smaller units of a few hundred, generally housed in the same grounds that once boasted thousands of students all marching to the same band.

C Hillsdale High School in San Mateo, Calif, is one of those, ranking No. 423 — among the top 2% in the country — on *Newsweek's* annual ranking of America's top high schools. The success of small schools is apparent in the listings. Ten years ago, when the first *Newsweek* list based on college-level test participation was published, only three of the top 100 schools had graduating Classes smaller than 100 students. This year there are 22. Nearly 250 schools on the full, *Newsweek* list of the top 5% of schools nationally had fewer than 200 graduates in 2007.

D Although many of Hillsdale's students came from wealthy households, by the late 1990 average test scores were sliding and it had earned the unaffectionate nickname "Hillsjail." Jeff Gilbert, a Hillsdale teacher who became principal last year, remembers sitting with other teachers watching students file out of a graduation ceremony and asking one another in astonishment, "How did that student graduate?"

E So in 2003 Hillsdale remade itself into three "houses," romantically named Florence, Marrakech and Kyoto. Each of the 300 arriving ninth graders are randomly (随机地) assigned to one of the houses. Where they will keep the same four core subject teachers for two years, before moving on to another for 11th and 12th grades. The closeness this system cultivates is reinforced by the institution of "advisory" classes. Teachers meet with students in groups of 25, five mornings a week, for open-ended discussions of everything from homework problems to bad Saturday-night dates. The advisers also meet with students privately and stay in touch with parents, so they are deeply invested in the students' success. "We're constantly talking about one another's advisers," says English teacher Chris Crockett. "If you hear that yours isn't doing well in math, or see them sitting outside the dean's office, it's like a personal failure."

F Along with the new structure came a more demanding academic program, the percentage of freshmen taking biology jumped from 17 to 95. "It was rough for some. But by senior year, two-thirds have moved up to physics," says Gilbert. "Our kids are coming to school in part because they know there are adults here who know them and care for them." But not all schools show advances after downsizing, and it remains to be seen whether smaller schools will be a cure-all solution.

G The *Newsweek* list of top U.S. high schools was made this year, as in years past,

according to a single metric, the proportion of students taking college-level exams. Over the years this system has come in for its share of criticism for its simplicity. But that is also its strength: it's easy for readers to understand, and to do the arithmetic for their own schools if they'd like.

H Ranking schools is always controversial, and this year a group of 38 superintendents (地区教育主管) from five states wrote to ask that their schools be excluded from the calculation. "It is impossible to know which high schools are 'the best' in the nation," their letter read in part. "Determining whether different schools do or don't offer a high quality of education requires a look at many different measures, including students' overall academic accomplishments and their subsequent performance in college. And taking into consideration the unique needs of their communities."

I In the end, the superintendents agreed to provide the data we sought, which is, after all, public information. There is, in our view, no real dispute here, we are all seeking the same thing, which is schools that better serve our children and our nation by encouraging students to tackle tough subjects under the guidance of gifted teachers. And if we keep working toward that goal, someday, perhaps a list won't be necessary.

(1 021 words)

- _____ 1. The "advisory" classes were set up to enable students to maintain closer relationship with their teachers, according to Jeff Gilbert.
- _____ 2. Complaining that the ranking was too simple, some superintendents required that *Newsweek* delete their schools from the list.
- _____ 3. Most of the schools funded by the Bill and Melinda Gates Foundation in the past decade are small in size.
- _____ 4. Simplicity is still considered one of the strengths of *Newsweek's* school ranking system in spite of the criticism it receives.
- _____ 5. Hillsdale had acquired a bad name as the average scores were declining by the late 1990s.
- _____ 6. The number of small schools appearing on *Newsweek's* top high school list has grown from 3 ten years ago to 22 this year.
- _____ 7. We failed to recognize the side effects that big high schools might have such as creating too many bureaucracies when building them in the first place.
- _____ 8. It is still unclear whether small schools can solve all problems since not every school makes progress after cutting student numbers.
- _____ 9. To better serve the students and our nation, schools should hire gifted teachers and encourage students to take tough subjects.
- _____ 10. The most noticeable phenomenon of the move toward smaller schools over the past decade is that some large high schools have been divided into several smaller ones.

Section C

Directions: *In this section you are going to read a passage quickly and answer the questions. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.*

Safeguard Your Job When Redundancies Strike

This time last year, the Chartered Institute of Personnel and Development (英国特许人事与发展协会) warned that 2008 would be the worst year for jobs in a decade in the UK. It was. But it now seems that 2008 was simply a warning to 2009 and what is predicted to be the worst year for jobs in decades. With a further 600 000 job losses expected this year, it is no wonder that many of us are concerned about our own future prospects.

“Recession”, “credit crunch” (信贷危机) and “lay-offs”, have been the popular words that have been used to describe the current job climate and, unfortunately, it seems that we may have to get used to hearing them throughout 2009, too. So when your company is faced with the difficult task of short-listing those people who are up for redundancy, how can you ensure that the red pen doesn't strike through your name?

The first thing that you need to consider is the process that human resource departments and managers use to determine who stays and who goes. And the most commonly criteria used are: last in, first out; employee skills and knowledge; employee attendance; and employee punishment record.

As crude as this may seem, the fact is that human resource managers are faced with a difficult decision. Their first priority is to protect the interest of the business, not whether you are a nice person who is the life and soul of the office. So after looking at these four points you have to ask yourself, “If I was making the decision whether to keep someone like me on or not, would I keep me or let me go?” Here are the key things that you need to consider to avoid any threat of losing your job.

Skills and knowledge

When you go for a new job, your interviewer will ask you a series of questions to establish whether you are the right candidate for the job to which you are applying. And it is your task to convince her that you have the necessary skills and attributes required to fulfill the expectations of the position. It is exactly the same when redundancies strike — you are in effect about to start a mission to prove your worth and demonstrate precisely why you are the right person to continue doing your job.

Employers want to see that you have shown a commitment to improving your overall performance and that means taking advantage of the opportunities offered by the company through skills workshops, training courses and professional study, whether mandatory (强制的) or voluntary.

Yet employees failing to attend these courses can and will affect their careers in the long term, says Zoe Tizzard, Human Resources Manager at Ystrad Mynach College near Cardiff. “It will be a

red mark against them, and their loyalty and commitment will be questioned because they refused to undergo the previous training that they were offered.”

You need to constantly bear in mind that employers are running a business and they want to get the maximum return on their investment, i.e. you.

How has the company benefited with you as an employee? What can you offer that your colleague in a similar role can't? It could be that you have become proficient in SPSS, CAD or ECDL. Perhaps you work for a public body in Wales and are able to speak Welsh whereas a colleague in the same role can't, thereby saving your organization money in translation services.

In much the same way that the “skills” section on your CV will help you get an interview, your skills in the workplace can also keep you in the job that you love. Therefore, you need to continually sell yourself and demonstrate your skills, showing how you are going to be a positive addition to their workforce.

Attendance

If you were on maternity (孕产) leave or signed off due to ill health, then you will have nothing to worry about because your time off work in these instances cannot work against you by law. However, if you are likely to show up late for work or call in sick (especially on a Monday) then eye brows will almost certainly be raised.

Poor time keeping is a major angry feeling for managers and can make or break your chances of safeguarding your job. Even if you are late just five minutes each morning, you will actually owe your employer 25 minutes each week, 100 minutes every month and by the end of the year, two-and-a-half days yet you will have been paid for this time. And over the course of five years, you have cost your company almost two weeks in pay — approximately £1,300 based on the average salary. This makes you a liability and a costly one at that.

Complacency (满足) and diversification (多样化)

When you have worked in the same role for a certain period of time, it is easy to fall into the trap of becoming complacent with your work. You were willing to learn and enthusiastic to take on more responsibility when you first started your job, so what's changed? Seek out opportunities to maximize your talents and skills. Demonstrate to your boss that you have initiative and you are not afraid to try your hand at other roles.

For example, this writer spent many years working in employment advertising sales before taking on small public relations tasks for his employer, eventually creating a PR role for himself within the company — a move that protected my role when a quarter of my colleagues lost their jobs.

There is no “I” in “team”

Being a team player is fundamental to the success of most modern businesses. And getting stuck with the label of not being a team player is one of the surest ways to kill off your chances of securing your position when the cuts come. Loners are often considered by managers as loose cannons (大炮) and are regarded as looking out for “Number One”. As Randall Hansen, founder of Quintessential

Careers puts it, "You can't be so much a member of the team that your individual efforts are not recognized and rewarded." (1 042 words)

1. According to the passage, how many people are expected to lose their jobs in 2009?
 - A) 300 000.
 - B) 600 000.
 - C) 400 000.
 - D) 800 000.
2. What will be taken into consideration when human resource managers dismiss someone?
 - A) Diploma and skills, attendance, business knowledge, and punishment record.
 - B) Family background, diploma, skills and knowledge, attendance and punishment record.
 - C) Last in, first out, skills and knowledge, attendance, and punishment record.
 - D) Skills and knowledge, attendance, background, appearance and education degree.
3. What is the first to be considered for the company when redundancies strike?
 - A) Employees' salary.
 - B) Employees' working time.
 - C) Company's interest.
 - D) Company's debt.
4. Why must employees take part in training courses and professional study offered by the company according to the passage?
 - A) Because they need training courses and study to kill time.
 - B) Because they want to show a commitment to improve themselves.
 - C) Because training courses and professional study are compulsory.
 - D) Because they can get bonus after training.
5. What may help an employee survive in the redundancy according to the passage?
 - A) Asking for lower salary than other employees.
 - B) Having more skills than other employees.
 - C) Asking for longer work time than other employees.
 - D) Having a higher education degree than other employees.
6. In which case will dismissing an employee be illegal?
 - A) When an employee calls in sick.
 - B) When an employee is late for work.
 - C) When an employee gossips with others.
 - D) When an employee is on maternity leave.
7. According to the passage, what makes an employee a costly one?
 - A) An employee asks for two weeks off.
 - B) An employee is often late for work.
 - C) An employee is punctual for work.
 - D) An employee is on sick leave.
8. Poor time keeping makes an employee _____.
9. An employee should find opportunities to maximize his or her _____.
10. Randall Hansen believes that an employee should be a team player. Otherwise his or her personal efforts wouldn't be _____.

Section D

Directions: *In this section you are going to read a passage quickly and answer the questions. For questions 1-7, write Y (YES) if the statement agrees with the information given in the passage; write N (NO) if the statement contradicts the information given in the passage; write NG (NOT GIVEN) if the information is not given in the passage. For questions 8-10, complete the sentences with the information given in the passage.*

The Hardest Job for Graduates? Finding a Job

Baffling interview questions, endless job applications and frustrating rejections — graduates face a tough time trying to secure their first job after university. Around 350 000 undergraduates entered the fiercely competitive market this summer, many of whom were desperate to secure a place with one of Britain's top firms.

The good news is that graduate recruiters say 2014 is the best year for jobs since the start of the recession in 2008. Some of Britain's biggest employers, including Google, British Airways, John Lewis, the police and the civil service are planning to hire a total of 18 264 graduates this year, an increase of 8.7% compared with 2012.

But many others will not be successful. Only 34% of recent graduates have found full-time work in the career of their choice, according to research by Endsleigh, the specialist insurer.

The vast majority do, eventually, find work, but often it is in a different field to their degree. Indeed, only 8% were unemployed six months after leaving university, according to Higher Education Statistical Agency (高等教育统计处) figures for 2012-2013. But how much are they earning? The Endsleigh survey found that almost half (48%) of all those questioned, said their current wage is lower than expected, with 57% currently earning £15 999 or less. The average salary is around £20 000, according to HESA.

But figures obtained last week by Labour show just how much wages for young people are under pressure. They revealed that the weekly income of employees, aged 22 to 29, has fallen in real terms by 9.4% since 2010.

"It is time we acknowledged the squeeze on those in their 20s and 30s and ensured these voices are properly heard," said Chris Leslie, the shadow chief secretary to the Treasury (财政部), although the Conservatives countered with "Labour has no right to talk about young people's living standards. In government they wrecked the economy."

At least this year's graduates won't be so encumbered (拖累) by debts. Those starting in 2011 were the last year to pay annual fees of around £3 000. The following year, they jumped to around £9 000.

We spoke to recent graduates to find out what life is like in the jobs market — and what they have done to succeed.

I wanted to find a job before a degree

Adam, 28, studied with Open University. He didn't have to worry about finding a job after he graduated, or the debt he could build up while studying.

His employer, Alpha Financial Consultants in Torquay, Devon, paid for his business studies degree at the Open University and even agreed to reduce his hours so he could carry on working while he studied.

It may have taken five-and-a-half years to complete his course, rather than the three years most undergraduates spend at university, but Adam saved thousands of pounds in fees and knew he would have a job when he finished. Indeed, he got a promotion soon after he graduated and is now a project manager, helping to run the business.

"I'm definitely grateful to be in the position I'm in, but the main reason I decided to stay with Alpha is so I could continue my professional development. I really wanted to carry on working."

Adam knew he didn't want to go to university straight after his A-levels. "Lots of people go to university without a clear idea what they wanted to do afterwards. They take on lots of debt and study for three years but at the end of it, still don't know what career they want.

"I decided it would be better to start working and find out what I wanted to do first."

Initially, he worked for a firm of solicitors but after a few months he got a job at Alpha as an office administrator.

A couple of years later, at the age of 22, he felt it was time to go to university. He applied to study business studies at the University of St Mark and St John in Plymouth and got an unconditional place. But the company didn't want him to leave, and made him an offer.

Adam received a grant from the Open University which covered the cost of his modules in the first two years. However, subsequent pay rises meant he no longer qualified for help, at which point his employer stepped in to pay the bills. Does he feel like he missed out on the typical undergraduate lifestyle? "I wasn't that fussed about the social side. By the time I was 22 I didn't want to party all the time. I made a conscious decision to get a degree and that's what I set out to do."

Getting a 2:1 is no longer enough

The graduate jobs market throws up some surprising challenges, says Chris, who completed his degree in accounting and financial management at the University of Sheffield with a 2:1 this summer.

"In one job interview I was asked how many jelly beans would fit into a jumbo jet. I didn't have a clue." Chris applied for a number of positions at major companies in London, but found the process "soul destroying". "You have to fill out so many applications and sometimes you don't even get a reply. It surprised me how demanding the applications are. "There were so many questions. It feels like the graduate employment market is so saturated that getting a 2:1 or a first isn't enough."

The 22-year-old, from Bradford in West Yorkshire, found that his academic achievements were not enough to impress potential employers. "They tend to focus much more on what you have done besides your degree. The applications want evidence of volunteering, work experience while