



The fourth industrial revolution

Reading Test

EXAMPLE

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] **** * [B2/C1]

1. Predict the content of the text & write down the key terms & ideas.
2. Read the text. Check words & meanings with a dictionary.
3. Answer the questions.
4. Check your answers (pass mark is 70%).

Lesson #2: [Hard] **** * [C1]

1. Read text – no dictionary.
2. Answer the questions.
3. Check your answers (pass mark is 70%).

Teacher

Two types of lesson

Lesson#1: [easy] **** * [B2/C1]

1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary & meanings.
2. Test day. Distribute **text 2 (with reference words underlined)** & the **questions** (no dictionary or notes).
3. Set 1 hour to read the text & answer the questions.
4. Take in & correct or go through answers in class (pass mark is 70%).
5. Extra activity. Students write the *summary (add 30 minutes to the test).

Lesson #2: [hard] **** * [C1]

1. Test day. Distribute **text 2 (with reference words underlined)** & the **questions**.
2. Set 1 hour to read the text & answer the questions.
3. Take in & correct or go through answers in class (pass mark is 70%).
4. Extra activity. Students write the *summary (add 30 minutes to the test).

*Summary writing: <https://www.academic-englishuk.com/summary>

The 4th Industrial Revolution TEXT 1

By J Greenwood (2020)

Many experts believe that the world is currently undergoing a major change: the fourth industrial revolution (Industry 4.0). [redacted] Schwab (2016), is the [redacted] blurring the distinctions between the physical, digital and biological domains. An article from NICVA (2019: 4) [redacted] [redacted] technologies to perform tasks previously carried out by humans, ranging from piloting vehicles to ‘[redacted] and law’. This wide-ranging description emphasises the impact of technology on people and the planet, and its increasing [redacted]. If the fourth industrial revolution is having such a profound impact on life as we know it, it is important to consider [redacted] revolutions.

Shank (2016) characterised the first as mechanisation: machines replacing animals and manual labour; [redacted]. Shank then identified the second as the mass production revolution, where mass-manufacturing using machines and new processes [redacted]. Shank finally recognised the third industrial revolution as occurring in the second half of the 20th century into the first half of the 21st century, where globalisation [redacted] by digital technology and the World Wide Web became ubiquitous. These definitions allow us to understand [redacted], is what impact the next industrial revolution will have on industry, the workforce and life.

It seems clear that industry 4.0 will bring opportunities. Xu et al. (2018) claim that a major shift that [redacted] will continue in the fourth: the dramatic shift in economies towards the knowledge worker. Xu et al. (2018) [redacted] two [redacted] and services were provided by the body; for example, food production, agriculture and the automotive industry. This meant a strong and healthy body was often a [redacted]. However, the increased capabilities of machines means that knowledge is now the most important asset a person can possess. This [redacted] for people with disabilities and less physically capable people as well as reducing the gender [redacted] asset for a large proportion of jobs. Opportunities may also lie in education. An article in the [redacted] (2018) claims that as education relies on forming complex relationships with a number of students, [redacted]. [redacted] technology to become more effective in their role.

There will also be challenges brought on by industry 4.0. Lee et al. (2019) claim that whilst [redacted], the increased effectiveness technology brings might mean less employees are needed to complete [redacted] in educators losing their jobs, it may result in less opportunities for graduates entering the job market. [redacted] 4.0 is in [redacted], regarding knowledge being the most important aspect for a worker to possess. Anderson (2012) highlights that the reduction of [redacted] due to new [redacted] platforms, speedy worldwide delivery and even the [redacted]

ability to create inventions quickly using [redacted] such as entrepreneurs [redacted]; however, he also points out that in order to be a knowledge worker, a person must have access [redacted] labour, and a shift towards the need for knowledge, could lead to workers with limited access [redacted].

Industry 4.0 will impact different sectors in diverse ways. NICVA (2019) claims that sectors that involve [redacted], such as [redacted] and other personal services will see an increase in demand for workers. Conversely, the [redacted] that require repetitive physical action may need less workers, as technology becomes more [redacted] of the [redacted] is still in progress. Schwab (2016) argues that the responsibility of shaping the future lies with governments and policy makers. Schwab warns of a robotised humanity and a future [redacted]. Schwab claims that people must be prioritised over profits, so that creativity, empathy and all the desirable aspects of the [redacted]. It is entirely possible that industry 4.0 could have a positive impact on societies around the world, [redacted] proportion [redacted] efficiency from technology. It is up to governments, large corporations and even individuals [redacted].

References

Anderson, C. (2012). *Makers: The New Industrial Revolution*. New York: Crown Publishing.

AOSIS. (2018) [redacted], South African Journal of Science, [redacted] (5-6) p. 1-10

Lee, Y., Moon, G.G. and Kwon, Y (2019) [redacted] *Industrial Revolution: Lessons and Implications for Korea's Higher Education Policy*, International [redacted]

NICVA. (2019) *The Impacts of the Fourth Industrial Revolution on Jobs and the Future of the Third Sector* [Online] [Accessed 15th April 2020] https://www.nicva.org/sites/default/files/d7content/the_4th_industrial_revolution.pdf

Schwab, K. (2016) *The Fourth Industrial Revolution*: [redacted] [Online] [Accessed 15th April 2020] <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution.pdf>

Shank, P. (2016) *2025*: [redacted]? Association for Talent Development [Online] [Accessed 15th April 2020] <https://www.td.org/insights/2025-how-will-your-job-change>

Xu, M. David, J.M and Kim, S.H. (2018) *The Fourth Industrial Revolution: Opportunities and Challenges*, [redacted]

+TEXT 2 INCLUDED IN PAID VERSION

Comprehension Questions

1. Headings

Choose a subheading for each paragraph. One title is not needed.

1		A	Changes to employment structures.
2		B	██
3		C	An amalgamation of different elements.
4		D	██
5		E	A pessimistic outlook.
		F	██

___ / 5

2. True/ False/ Not Given

One question per paragraph.

T/F/NG

P1	Pilots do not ██████████ these days due to technology.	
P2	The second industrial ██████████	
P3	Xu argues that physical ██████████ for workers.	
P4	The author ██████████ universally accessible.	
P5	The author claims that developed countries will mostly benefit from industry 4.0.	

___ / 5

3. Reference words

Explain what these connect to (underlined in the text).

Paragraph	Word	Connection
1	<i>its</i>	
2	████████	
3	<i>this</i>	
4	████████	
5	<i>these</i>	

___ / 5

4. Open answer questions

Paragraph 2

4.1. What were ██████████ the first three industrial revolutions?

<i>First</i>	
<i>Second</i>	
<i>Third</i>	

___ / 3

Paragraph 3

4.2. According to Xu et al. (2018), what [redacted] revolution have on the employment sector?

i)	
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___ / 1

4.3. What does the [redacted] (2018) predict will happen to educators?

i)	
ii)	

___ / 2

Paragraph 4

4.4. What two claims are made [redacted] (2019)?

i)	
ii)	

___ / 2

4.5. According to Anderson (2012), who [redacted] revolution?

i)	
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___ / 1

Paragraph 5

4.6. What [redacted] Schwab (2018) warn of?

i)	
ii)	

___ / 2

5. Author's stance

5.1. Does the author think the fourth industrial revolution will have a positive or negative impact?

Give a reason for your answer.

Circle one answer	Reason - why or why not?
Positive	
Negative	

___ / 2

6. Vocabulary development

Look at the definition of the words in the table. Find the matching word in the text.

Paragraph	Definition	Word
1	An important change in the way that people do things.	<i>Example: revolution</i>
1	A [redacted] more things.	
2	To describe the nature or features of someone or something.	
3	The [redacted].	
3	A thing that is necessary for the achievement of a specified end.	
3	A useful or [redacted] person.	
4	The process of making three dimensional objects from a digital file.	
4	The [redacted] amount.	
4	A person who sets up a business or businesses.	
5	A set of [redacted] organization or individual.	
5	The ability to understand and share the feelings of another.	

___/10

7. Paraphrasing

7.1 Paraphrase the two sentences from the text.

1. NICVA (2019) claims that sectors that involve building complex relationships with people, such as healthcare, [redacted] will see an increase in demand for workers.

___/4

2. Schwab (2016) argues that the [redacted] governments and policy makers.

___/4

Total: _____ / 46

Comprehension Questions **ANSWERS**

1: Headings

Choose a subheading for each paragraph – one title is not needed.

1	C	An amalgamation of different elements.
2	B	A journey through time.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...