

5 Work



IN THIS UNIT YOU

- talk about jobs and describe working life
- read about a real-life superpower
- learn about jobs that no longer exist
- watch a TED Talk about finding the best person for a job
- write a job application letter



A painter working on a colourful underpass in Munich, Germany.

5A New ways of working

VOCABULARY Describing work

1 What skills, abilities and personal qualities do people need to work successfully in the 21st century? Is it more than just qualifications?

2 Work in pairs. Think of a job:

- 1 which is popular, so the job market is **competitive**.
- 2 in which you need to be **flexible** – able to adapt to changing situations.
- 3 that's **well-paid** – you get a good salary.
- 4 **in the construction industry**.
- 5 where employees **work long hours** – 50 hours a week or more.
- 6 that you would find quite **stressful**.
- 7 which has good **career prospects**.
- 8 in which you would be **in charge of** many people – responsible for them.
- 9 that is physically **demanding**, so you need to be healthy.
- 10 that needs **creative** people with new ideas and new ways of doing things.

3 Use the words and phrases in bold in Exercise 2 to complete the paragraph.

A survey about the reasons people leave their jobs shows some surprising results. You might think that people want more money, so move to jobs that are (1) _____, or prefer an easy life, but in fact this is not always the case. Many employees are happy to (2) _____ in (3) _____ jobs, where they are (4) _____ large teams, working with important clients. In return, they want exciting (5) _____ in their chosen (6) _____. Work only becomes (7) _____ if employers refuse to listen to their workers' needs or don't trust them with responsibility. For example, employees with a long commute may want more (8) _____ working hours. The lesson for business? To keep good employees, you need to trust them and listen to them.

4 Put the lines in order, 1–9. The first and last lines have been done for you.

- a I've always wanted to **work in** 1
- b **charge of** the boys' football teams. It wasn't a very **well-paid**
- c **for** organizing a football tournament. Since that job, I've never been **out**
- d **work** at the sports centre, where I was **in**
- e **job** as a coach. I'm currently **working**
- f **job**, but it was quite satisfying – I was **responsible**
- g **of work**. Now I've got a **full-time**
- h **the sports industry**. I qualified as a personal trainer and got **part-time**
- i **on** a fitness programme for one of my clients who is a professional athlete. 9

5 Work in pairs. Discuss the difference between these terms.



- 1 *part-time* and *temporary* work?
- 2 to work *in* something and to work *on* something?
- 3 to have a *full-time job* and to *work long hours*?

6 MY PERSPECTIVE

Write about the career path you would like to take. Work in pairs and compare your plans. Who has the clearest idea of what they want to do?

I'm not sure what industry I'd like to work in yet, but I'm looking for a well-paid job that tests my abilities ...

LISTENING

- 7 Work in pairs. Imagine you are a company manager. Which of these ideas would make your employees most productive? Put them in order – 1 is the best idea.
- Give employees a share of the company.
 - Give everyone a day every month to volunteer for a charity.
 - Let workers choose what time to start and finish each day.
 - Let everyone decide if they want to work from home or in the office.
 - Let each person decide when to take holidays.
- 8 Listen to a podcast about the world of work. Which of the ideas in Exercise 7 are mentioned? Which employer uses them, Hamdi Ulukaya or Jenny Biggam?  30
- 9 Listen again. Complete each extract with the missing verb.  30
- Ulukaya started the business a few years ago and it has gone on to become a multi-billion-dollar company.
 - Does he just _____ to be nice, or is this actually good management?
 - He _____ feeling grateful to his workers for helping him start the business.

- Do you think he might _____ giving so much of the company away?
- Jenny Biggam decided to _____ treating her workers like children.
- They are _____ to make coming to work a happier experience.
- What kind of boss would you like? Don't _____ to phone in and tell us!

GRAMMAR Verb patterns: verb + *-ing* or infinitive with *to*

- 10 Look at the completed sentences in Exercise 9. Are the verbs you wrote followed by *-ing* or the infinitive?

Verb patterns: verb + *-ing* or infinitive with *to*

- Do you think other companies will go on treating their workers the same?*
- Making work enjoyable means creating a more productive company.*
- Some managers remember to show their employees how much they appreciate their work.*
- I regret to inform you that we can't afford to employ you any more. I'm so sorry.*
- I stopped to buy a coffee on the way to work.*
- If it's taking so long to get to the office, try working from home for a few days.*
- Hamdi Ulukaya will never forget making his first million dollars.*



- 11 Work in pairs. Look at the verbs in bold in the Grammar box. Compare them with the sentences in Exercise 9. Discuss how their meanings change.

go on + infinitive with to means 'to do something after doing something else'

go on + -ing means 'to continue'

Check your answers on page 136. Do Exercise 1.

- 12 Complete the paragraph with the correct form of the verbs.

Sometimes being a good boss means

(1) _____ (give up) important personal things. I remember (2) _____ (hear) about a company that lost a lot of money. If they wanted the company to go on (3) _____ (do) business, they had to stop (4) _____ (employ) some of the workers. But the director of the company didn't want to say to some of his employees: 'I regret (5) _____ (tell) you that we have to let you go.' He meant (6) _____ (keep) everyone employed and motivated. So, he tried (7) _____ (talk) to the workers. Together, they decided to reduce their salaries and to give up holiday pay. He didn't forget (8) _____ (include) himself in the cuts. In fact, he remembered (9) _____ (lead) by example and took the biggest salary cut of all. The company went on (10) _____ (survive) the bad times and is now doing very well.

- 13 Complete the topics with the correct form of the verbs. Choose three or four of the topics and make notes about them. Discuss your notes in pairs.

- 1 something you meant _____ (do) this morning
- 2 a mistake you regret _____ (make)
- 3 the job you'll go on _____ (do) in the future
- 4 an item of clothing you've tried _____ (wear)
- 5 a bad habit you've stopped _____ (do)
- 6 something you never remember _____ (do), which annoys your family
- 7 a person you'll never forget _____ (meet)
- 8 something you forgot _____ (do) which meant _____ (do) a lot more work later
- 9 a day you remember _____ (enjoy) when you were a very young child
- 10 a sport or game you tried _____ (do) but found too hard

14 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What do the companies described in this lesson have in common?
- Which company would you prefer to work for? Why?
- What hopes do you have about the places you will work at in the future?



A worker checks her smartphone sitting on a swing in the offices of PT Tokopedia in Indonesia.

5B An unusual job

VOCABULARY BUILDING Ways of seeing

1 Read the sentences (1–7). Underline a verb related to seeing. Then match the verbs with their definitions (a–g).

- 1 The police spotted him leaving the car park in a van. *f*
- 2 She stole from three different shops and they caught her on security camera each time.
- 3 He only glanced at the woman but he knew who she was immediately.
- 4 I waved at her but I don't think she noticed me because she didn't stop to say hello.
- 5 The person in the photo has been identified as Adam Blackmore.
- 6 Officers observed people leaving and entering the building entrance throughout the night.
- 7 I recognized an old friend at the train station, even though I haven't seen her for years.

- a became aware of someone or something
- b looked quickly at something
- c saw someone and was able to say who they were
- d knew who the person was because you had seen them before
- e saw someone doing something wrong
- f saw someone or something because you were looking for them
- g watched someone or something carefully in order to learn information

2 Rewrite the sentences replacing all the words in bold with the correct form of one verb from Exercise 1.

- 1 I didn't **know it was** Christophe at first – he's grown a beard since the last time I saw him.
- 2 I only need to **look** at a phone number **briefly** and I can remember it.
- 3 How many of these people can you **put a name to**?
- 4 I looked for you at the park but I didn't **see** you. Where were you?
- 5 If my parents **see** me playing games when I should be doing homework, they take my laptop away.
- 6 He learned the job by **watching and studying** what the other members of staff did.
- 7 I **saw** that the window was open when I heard a loud noise outside.

READING

3 Work in pairs. Discuss the questions.

- Do you find it easy to recognize people you have only met once?
- How good are you at remembering names?
- Can you recognize people from their voice?

4 Read the article. Complete the descriptions of super-recognizers.

- 1 To be a super-recognizer, you must be very good at _____.
- 2 Super-recognizers work mostly _____.

5 Read the article again. Are the sentences true (T) or false (F)?

- 1 The article mentions two problems with CCTV.
- 2 One answer to these problems is to install more cameras.
- 3 Super-recognizers don't need to look at a face for long in order to identify it.
- 4 The police use super-recognizers to stop violent situations developing.
- 5 If you are good at recognizing faces, you will probably have a good general memory.
- 6 To become a super-recognizer, you need years of training.

6 Work in pairs. Discuss the questions.

- Would you like to be a super-recognizer? Why? / Why not?
- Do you think it is possible to develop your skills at recognizing faces, or is it something that you can't change?

CRITICAL THINKING Exaggerating


Sometimes writers exaggerate (describe things so that they seem a lot better / worse, more important, etc. than they really are) to make their point. It's important to be able to recognize when the author is exaggerating and when they are stating facts. For example, to say that there were lots of people at a party, you might say that there were *hundreds* of people, when in fact, there were not that many.

7 Work in groups. Decide which of these extracts from the article are probably exaggerating facts. Why does the writer do this in each case?

- 1 You are being watched.
- 2 Many large cities have thousands of security cameras.
- 3 ... people with the amazing ability to remember thousands of faces.
- 4 Collins was able to identify a total of 190 troublemakers.
- 5 Collins admits he can't even remember a shopping list.
- 6 ... if you're looking for a job where you are allowed to watch TV all day ...

8 Work in pairs. Discuss the questions.

- Do you think the job 'super-recognizer' is an exaggeration? Why? / Why not?
- Think again about the job you would like to do. Write three sentences to exaggerate it. Tell your partner. Whose jobs sounds most interesting?



A real-life, crime-fighting superpower!

31 You are being watched.

Next time you're in a busy city centre, look up. The chances are there will be a CCTV * camera somewhere nearby. Many large cities have thousands of security cameras: on buildings, next to roads, even in public buses and trains. They are supposed to prevent crime, but there is a problem. No matter how many cameras are in place to catch people breaking the law, criminals can't always be identified. For one thing, the police can only put a name to a face if they have a file on that person. Also, even if the criminal is known to the police, the CCTV image is often so poor that it is impossible to recognize them.

Impossible for most people, that is, but not if you're a super-recognizer. These are people with the amazing ability to remember thousands of faces and pick them out from a crowded street, even if they only see them for a moment. At football matches, for example, the police must spot troublemakers immediately, before they start fighting, and this means acting fast. The 152 super-recognizers employed by the London police can do this, and they get results.

The police didn't need to worry, for example, when there was trouble in the streets in 2011. Officers sat in CCTV control centres, observing the scenes on TV and picking out known criminals for their colleagues on the ground.

Just one member of the team, Gary Collins, was able to identify a total of 190 troublemakers! The police later arrested many of them; others weren't allowed to go back on the streets.

You might think that with a memory this good, super-recognizers must be good at remembering lots of things, but Collins admits he can't even remember a shopping list. 'I have to write that down,' he says. Scientists believe that the ability to recognize faces is different from other kinds of memory, and uses a special part of the brain. Damage to that area of the brain can cause 'face blindness', where people can't recognize faces at all. Having said that, most of us are really good at recognizing faces. We are even able to identify people we know from the back of their heads and from the way they walk, something computers are unlikely to do in the near future. However, we can't all do it as well as professionals like Gary Collins, who do it better than 99% of the population.

You might also be in the top one percent and not even know it. So, if you're looking for a job where you are allowed to watch TV all day, you should find out whether you're a super-recognizer and join the police!

CCTV *closed-circuit television – a camera system used for watching activity in some places*

5C Job evolution

GRAMMAR Present and past modal verbs

1 Work in pairs. Discuss the questions.

- Super-recognizers did not exist a few years ago. What other new jobs can you think of? Make a list.
- What jobs from the past no longer exist, or are disappearing? Make another list.
- Look at your lists. What do you think 'job evolution' means?

2 Look at the sentences in the Grammar box. Which sentences describe:

- | | |
|------------------|------------------------------|
| 1 obligation? | 5 ability or possibility? |
| 2 no obligation? | 6 no ability or possibility? |
| 3 permission? | 7 advice? |
| 4 prohibition? | 8 deduction or speculation? |

Present and past modal verbs

- a At football matches the police **must** spot troublemakers immediately.
- b Gary Collins **was able to** identify 190 troublemakers.
- c If you're looking for a job where you **are allowed to** watch TV all day ...
- d ... you **should** find out whether you're a super-recognizer.
- e ... others **weren't allowed to** go back on the streets.
- f 'Face blindness' ... where people **can't** recognize faces at all.
- g The police **didn't need to** worry when there was trouble in the streets.
- h With a memory this good, super-recognizers **must** be good at remembering lots of things.

3 Look at the Grammar box again. Which sentences refer to the present and which refer to the past?

4 Complete the table with the words in bold in the Grammar box from the sentences that refer to the present.

Meaning	Present
obligation	have to, (1) _____, need to
no obligation	don't have to, don't need to, needn't
permission	can, (2) _____
prohibition	mustn't, can't, isn't / aren't allowed to
ability or possibility	can, is / are able to
no ability or possibility	(3) _____, isn't / aren't able to
advice	(4) _____, ought to
deduction or speculation	(5) _____, may, might, can't

5 Match these past forms with a meaning from the table in Exercise 4.

- didn't have to* *managed to* *needed to* *weren't able to*

Check your answers on page 136. Do Exercises 2–5.

6 Complete the text about jobs that no longer exist with these words.

can	can't	couldn't	don't have to
had to	have to	needed	shouldn't

They say that the world is changing faster now than at any time in history. We (1) _____ do things that were unimaginable just a few years ago. Twenty years ago, you (2) _____ send photos from your phone, for example, and you (3) _____ carry a map before GPS existed. These changes affect everything. Smartphones mean people (4) _____ buy cameras any more, so camera companies (5) _____ survive and employees (6) _____ find new jobs. Technology is changing the way we live, but also the way we work.

Many professions are changing or disappearing entirely due to technology, but you (7) _____ think that job evolution is a recent thing. Many old jobs you have probably never heard of (8) _____ to make way for new ones because of advances in technology.

7 Work in pairs. Look at the photos. What jobs do you think these people are doing?

8 Read the article to find out what the jobs are. Then choose the correct options to complete the text.

Here are two jobs from the past we have forgotten existed:

Ice men and ice women (1) *had to / weren't allowed to* deliver heavy blocks of ice to wealthy families who (2) *are able to / could* afford to buy it to keep their food cold. This was before every home had a fridge. If you (3) *didn't need to / couldn't* buy the ice, you (4) *had to / didn't manage to* find another way to keep your food fresh.

If you (5) *must / needed to* wake up early, you (6) *could / ought to* pay a knocker-up. Their job was to wake people up by tapping on bedroom windows with a long stick. The knocker-up (7) *didn't manage to / wasn't allowed to* leave until they were sure their customers were awake. But why is it that the knocker-up (8) *couldn't / didn't have to* be woken up?

9 Complete the text with one word in each gap. Contractions count as one word.

Until very recently, there were many jobs you (1) _____ do, that we're all (2) _____ to do nowadays thanks to computers. Travel agents still exist of course, but there (3) _____ be many people who still book their holidays the old-fashioned way. The internet means we (4) _____ pay a professional to book our airline tickets or hotels.

Is it possible that some very common jobs may soon disappear? Companies like Google have shown that driverless vehicles (5) _____ work, but at the moment the law says that automated cars and buses aren't (6) _____ to drive on most public roads. However, if technology can make them safe, they (7) _____ be allowed on the roads. In fact, some people think that we (8) _____ to replace all drivers, for safety reasons. Perhaps one day we will look back and wonder how we (9) _____ to drive safely without robots at the wheel!

10 CHOOSE

1 Work in groups. Play a game. Think of a job. Let the other people in the group take turns to ask ten *yes/no* questions to guess the job.

A: Do you need to travel long distances?

B: Yes.

A: Are you a pilot?

B: No, but I do have to work in an aeroplane.

2 Work in pairs. Together, choose a job. Then, on your own, write as many sentences as you can in two minutes about things that you have to do in this job. Compare lists. Score one point for each obligation that you both wrote. Score two points for obligations that your partner doesn't have. The winner is the player with most points.

3 Find out about another job that has disappeared. Write a paragraph about it.



5D Why the best hire might not have the perfect résumé

“ I want to urge you to interview the Scrapper. ”

REGINA HARTLEY

Read about Regina Hartley and get ready to watch her TED Talk. ▶ 5.0

AUTHENTIC LISTENING SKILLS

Understanding contrasts

We often compare and contrast ideas when we are explaining things. When you listen, try to identify these contrasts. Speakers often show that you are about to hear contrasting ideas by:

- using words like *but; however; not x, y; in spite of this; on the other hand*, etc.
- repeating structures, replacing some words with their opposites.

1 Read the Authentic listening skills box. Then listen and complete these extracts. Which contrasting technique does Regina use? ▶ 32

- 1 A series of odd jobs _____ indicate inconsistency, lack of focus, unpredictability. Or, it _____ signal a committed struggle against obstacles.
- 2 Graduating from an elite university takes a lot of hard work and sacrifice. _____ if your whole life has been engineered toward success, how will you handle the tough times?

2 Listen to two more sentences from the talk. Complete the sentences, then practise reading them with intonation that shows the contrasts. ▶ 33

- 1 If your whole life has been engineered toward success how will you handle the tough times? ... But on the flip side, what happens when _____ ?
- 2 They don't think they are who they are in spite of adversity, they _____ .

WATCH

3 Which of these reasons for choosing candidates for a job are important? Put them in order from most to least important.

- a their personality
- b their qualifications
- c their work experience
- d how many jobs they have had in the past
- e references from other employers
- f the university they attended
- g a sense of humour

4 Watch Part 1 of the talk. Regina describes two types of candidates, A and B. Which type do these expressions belong to, A, B or both? ▶ 5.1

- | | |
|------------------------|-----------------------|
| 1 destined for success | 6 perfect résumé |
| 2 had to fight | 7 qualified |
| 3 Ivy League | 8 state school |
| 4 job hopping | 9 'the Scrapper' |
| 5 odd jobs | 10 'the Silver Spoon' |



5 Work in pairs. Would you hire the Scrapper or the Silver Spoon? Why?

6 Watch Part 2 of the talk. Choose the best options to complete the summary. ▶ 5.2

Regina has learned that a résumé with lots of jobs on it doesn't always show a person who is not (1) *focused / well educated*. She believes that the Scrapper should have (2) *success / an interview*. For example, Steve Jobs (founder of Apple) (3) *had / didn't have* a good résumé. He (4) *didn't finish / finished* college, had (5) *a few / many* different jobs, spent time abroad, and had dyslexia.

7 Watch Part 3 of the talk. Choose the options that are **not** true according to Regina. ▶ 5.3

1 Dyslexia, a learning difficulty that makes it difficult to read and spell

- a affected 35% of the entrepreneurs in one study.
- b made it easier for entrepreneurs to succeed.
- c meant entrepreneurs were better at listening and paying attention.

2 Scrapers

- a often don't feel that they are in control of their own lives.
- b are not scared by business challenges because they have dealt with much harder things.
- c can cope by seeing the funny side of difficult situations.

3 Regina

- a used to drive the president's assistant to work every day.
- b had a colleague in her first job who gave her good advice.
- c once worked as a singing waitress.

8 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 5.4

b Think of an example of the following things. Then work in pairs and compare your examples.

- a technical *term* used in a sport or hobby that you do
- an *assignment* that a teacher gave you that you enjoyed doing
- a situation that *turned out* better than you expected
- a skill that many people find tough but you think is a *piece of cake*
- a friend or family member who you know you can always *count on*

CHALLENGE

Regina says that successful entrepreneurs 'don't think they are who they are in spite of adversity, they know they are who they are because of adversity'. Work in groups and discuss the questions.

- Have you ever experienced adversity?
- Has adversity helped you become who you are?
- Do you know anyone else who has had to deal with adversity in their life?

5E Going for the job

SPEAKING

SANTA CRUZ FRUITS – summer workers needed in the Colchagua Valley




Would you like to work outdoors as part of our friendly team? Are you hard-working and want to keep fit? Join this family-run fruit farm during our busy summer season. Good rates of pay, and free fruit every day!

Part-time catering staff at AquaParks

Popular water park looking for enthusiastic staff to serve visitors at our lunchtime restaurant. No waiter experience needed, but applicants must be polite and smartly dressed. Must speak English. Hours 11:30am–4:00pm, Tuesday–Sunday. Vacancies from now until September. Free access to water park for family and friends.

Personal care assistant

50-year-old wheelchair user looking for a reliable care assistant during the summer holidays while regular carer goes on holiday. The right person will be happy to help with household tasks, such as cleaning and cooking, as well as going to the shops, etc. Must be relaxed and happy and have a sense of humour. About five hours' work each day, with plenty of free time.

- 1 Look at the photo. In some countries students have part-time jobs like this while they are at school, and some work in the holidays. Is this the same in your country?
- 2 Work in pairs. Look at the job adverts on the left and discuss which of these jobs you would prefer. Why? What other types of job could you do if you needed to make money?
- 3 Listen to a job interview. Which job in Exercise 2 is the interview for? Would you give Roberta the job? Why? / Why not?  34
- 4 Listen again. Which expressions in the Useful language box do you hear? What does Roberta say after each one?  34
- 5 PRONUNCIATION *quite*
 - a Listen to the sentences. Does *quite* mean a little bit (-) or very (+)? Which word is stressed in each sentence: *quite* or *good*?  35
 - 1 I'm usually quite good at dealing with problems.
 - 2 I'm usually quite good at dealing with problems.
 - b Practise saying these sentences two ways.
 - 1 My English is quite good.
 - 2 I'm quite a good listener.
 - 3 The work is quite stressful.
 - 4 I've got quite a busy week.
 - 5 It's quite demanding work.
- 6 Work in pairs. Take turns to interview each other for one of the jobs advertised in Exercise 2. Use the phrases in the Useful language box and these questions.
 - Can I ask you why you're interested in this job?
 - What experience do you have that could be useful in the job?
 - What personal skills do you have that you think would help you?
 - Is there anything you want to ask me?



WRITING A formal letter of application

7 Read the letter of application on page 151. Which information (1–7) does Aya include?

- 1 details of when she is available to work
- 2 experience she has that is relevant to the job
- 3 her interests
- 4 personal qualities she thinks are relevant to the job
- 5 her reasons for wanting the job
- 6 her reason for writing the letter
- 7 her school qualifications

8 **WRITING SKILL** Hedging

When you talk about your own positive qualities it is important not to sound arrogant.

a Find sentences in Aya's letter that give us the information below. How are the sentences in the letter different?

- 1 I am perfectly qualified for the job.
- 2 I have a lot of experience.
- 3 I am an awesome cook.
- 4 I get along with everyone.
- 5 I am really smart, so I'm a fast learner.

b Rewrite these sentences to sound less arrogant.

- 1 My Chinese is perfect and I have a good level of Japanese.
- 2 I am an amazing driver.
- 3 My exam results were impressive.
- 4 I had a lot of responsibility in my last job. I was basically in charge.
- 5 I am an extremely creative thinker.

9 Write a letter of application for one of the other jobs in Exercise 2 or a job of your choice. Follow the organization and writing conventions of the letter on page 151.

10 Work in a group with students who applied for the same job. Read the other students' letters. Who is the best candidate?

Useful language

Talking about skills and personality

I'd say I was quite a ...
I wouldn't say that I was ...
I'm willing to ...
I'm usually quite good at ...
I like to think I'm not afraid to ...
I know I can sometimes ...
I've had lots of experience ...
I'm working on ...

Being positive about the job

I've always wanted to ...
I think this job would give me ...

Asking about the job

What does the job involve?
I was just wondering if I would have to ... ?
Are we allowed to ... ?

