

Open Mind TAKE A TOUR

INTERMEDIATE

UNIT 12 JUST THE JOB!

IN THIS UNIT YOU

- learn language to talk about work and jobs
- read job advertisements
- listen to a lecture about work
- talk about your ideal job
- write a description of a workplace
- learn to prepare for a job interview
- watch a video about careers

Clear, vibrant and visual unit openers set out to the CEFR. Simple questions give students the opportunity to leaf through the unit and familiarise themselves with the topic.

LISTENING

taking notes
When do you need to take notes? Do you usually write full sentences? Or just key words?

WRITING

descriptions
What keeps our interest when we hear or read a description of something?

The two 'on' skills of the unit, which are developed through sub-skills, are highlighted here. The two 'off' skills (in this case listening and writing) are only being practised in this unit. The units alternate their 'on' and 'off' skills.



LIFE SKILLS
WORK & CAREER

preparing for a job interview
Think of five things you need to do before going to a job interview. Why is it important to prepare?

A Match the pictures to the unusual jobs.



Useful functional language is highlighted.



HOW TO SAY IT

Talking about unusual jobs
I think it would be fun to be a ... because ...
The most interesting job is being a ...
Another unusual job is being a ...
Some people work as ..., which is very unusual.

- 1 ice cream taster: tastes different ice cream flavours to see which ones people will buy
- 2 laughter therapist: helps other people become happier by making them laugh
- 3 golf ball diver: finds the golf balls that have landed in the lakes on golf courses
- 4 cartoon mascot: wears a cartoon costume at a theme park or fair
- 5 snake milker: extracts venom from snakes
- 6 fortune cookie writer: writes the fortunes inside the cookies you get with Chinese food

B Work in pairs and compare your answers. Which is the strangest job? Which is the most interesting job? What other unusual jobs do you know?

- A: I think the strangest job is golf ball diver.
B: Really? I think it would be fun to be a laughter therapist.
A: Yes, but the most interesting job is ice cream taster!

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VOCABULARY: the world of work

- A** Read the sentences and match the phrases in bold with these phrases.
- | | | |
|--|---|---|
| apply for a job be unemployed get on with your colleagues earn a good salary get a part-time job have a career work for a company write a CV | 1 I'd love to work in advertising when I leave university. have a career | 3 To apply for a job, you need to write down information about yourself. |
| | 2 If you are a lawyer, you can be very well paid. | 6 When I finish university, I'd like to ask for the chance to work in the army. |
| | 3 Do you have a good relationship with the people you work with? | 7 Would you like to have a job in a place like Apple, for example? |
| | 4 John will not have a job if the company closes down. | 8 Why don't you work for a few hours a day as a hairdresser? |

B Work in pairs. Ask and answer these questions.

- 1 Have you ever applied for a job? 2 What career do you hope to have?

Clear sign-posting and unit structure throughout.

READING: job adverts

A Read these adverts for jobs. Write A or B to answer the questions.

Which job requires someone who ...

- | | |
|------------------------------|--|
| 1 is a good listener? _____ | 4 can make decisions? _____ |
| 2 enjoys being alone? _____ | 5 has a good sense of style? _____ |
| 3 has travelled a lot? _____ | 6 has the ability to write well? _____ |

A WANTED: ISLAND CARETAKER

We're looking for someone fit, active and ambitious to do the best job in the world! You'll live on a tropical island, with just the fish and birds for company! You'll blog about your adventures, and keep the world up to date on what a fantastic area the island is in. Apart from informing the public, you'll also inform us, by keeping an eye on the wildlife and reporting on the levels of fish in the area. We are offering a great salary and free accommodation, with the best view in the world! The successful applicant will have a CV full of adventure and will be an experienced traveller. He or she will also have an interest in the natural world and the environment, as well as excellent communication skills. Contact us at bestjob@totaltropics.com and we'll send you an application form. What are you waiting for?



B Personal Shopper Required

Our clients are busy people who don't always have time to go shopping. That's where you come in! The successful applicant will work for an individual client in order to understand their personal style, in terms of clothes, furniture, decoration – or whatever else the client desires! You will then go shopping for your client, selecting items that you think will match their style.

We welcome applications from people from a broad range of backgrounds. You might currently work in a boutique or have a proven interest in designer brands and high-end fashion. Experience in the fashion industry is an advantage but not essential. In return, we offer training, a good salary and the opportunity to travel to meet clients.

Send a CV together with a personal statement explaining why you think you would make a great personal shopper, to jobs@personalshoppers.co.uk.



B Work in small groups. Discuss these questions.

- 1 Which things you would like or dislike about each job? 3 Which job you would prefer, and why?
- 2 Would you be interested in doing one or both jobs? 4 One thing I'd like about the first job is that you'd get away from it all.
- 5 Really? I'm not sure. It sounds a bit lonely to me but I suppose I'd have the internet.

GRAMMAR: so, such, too, enough

A LANGUAGE IN CONTEXT Read this conversation. What is Grace finding difficult?

- Ella:** Grace, how's your first week with the company been? Do you like the job?
Grace: Hmm. It's too early to say, really. I mean, it's really interesting here. I love the company. And the people are so friendly! But there's a lot to learn and there isn't enough time to do everything. It's such a big job that I'm not sure where to begin.
Ella: Don't worry. I think you're doing really well.
Grace: Oh, thanks. But I'm worried that I'm not learning quickly enough. And everyone else in the department is always too busy to help me. I feel bad asking them.
Ella: It's not always like this. Everyone has too much work this week.
Grace: Talking of that ... The figures aren't ready for the presentation.
Ella: They were so complicated that I couldn't understand them!
Ella: Don't worry. I'll help you with those.
Grace: Thanks, Ella. You're such a great colleague!

Grammar is presented using an inductive approach and employs a step-by-step structure to understanding and learning.



NOTICE!

Underline so, such, too, enough in the conversation. What part of speech follows so, a noun or an adjective?

B ANALYSE Read the conversation in Exercise A again.

Function Match the two halves of the sentences to complete the explanations.

- | | |
|-------------------------------|---|
| 1 We use so | a) with (adjectives +) nouns to mean very, really or extremely. |
| 2 We use such | b) with adjectives and adverbs to say that there is more of something than we need. |
| 3 We use too | c) with adjectives and adverbs to mean very, really or extremely. |
| 4 We use not ... enough | d) with adjectives and adverbs to say that there is less of something than we need. |
| 5 We use a that clause | e) after too and (not) ... enough to show results or consequences. |
| 6 We use an infinitive clause | f) after so and such to show results or consequences. |

Form Complete the table with examples from Exercise A.

| | Examples |
|---------------------------------|---|
| so + adjective/adverb | The people are (1) _____! |
| such + adjective + noun | You're (2) _____ colleague! |
| so/such ... that ... | It's such a big job (3) _____ where to begin. They were so complicated (4) _____ them! |
| too + adjective/adverb | It's (5) _____ to say, really. |
| not + adjective/adverb + enough | I'm not learning (6) _____. |
| too/(not) ... enough ... to ... | Everyone else is always too busy (7) _____ me. There isn't enough time (8) _____ everything. |

WHAT'S RIGHT?

- It's such hot!
 It's so hot!

Common errors are highlighted through 'What's Right?' boxes.

C PRACTISE Correct the mistakes in the sentences.

- 1 He's too young that he works here. _____
2 You aren't working enough fast. _____
3 This is such great job. _____
4 All my colleagues are such helpful. _____
5 I'm so tired to work today. _____
6 We don't have time enough to finish the job. _____

Students learn grammar through the clear step-by-step approach with plenty of chances to practise in the 'Now you do it' stage.

D **NOW YOU DO IT** Roleplay a conversation like the one in Exercise A. Use the information below to help you.

Student A
You work in an office. You meet Student B during a break. You want to make them feel welcome and find out how the new job is going. Ask questions about their first day on the job and answer any questions they may have about the job, the office or your colleagues.

Student B
This is your first day in your new job. You meet Student A during a break. You want to make friends. Answer their questions about your day so far, and ask Student A questions about the job, the office or your colleagues.

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LISTENING: taking notes page 121

When you listen to a lecture, concentrate on understanding the speaker rather than on taking detailed notes. Keep notes short and simple by using abbreviations and symbols like + instead of the word *and*, or *incl* instead of the word *including*. You can also invent your own abbreviations.

A Match these common abbreviations to their meanings.

- | | |
|-----------|--|
| 1 b/c | a) for example |
| 2 ± | b) more than / greater than |
| 3 - | c) with |
| 4 e/ | d) is the same as / is equal to |
| 5 b4 | e) is different from / is not equal to |
| 6 w/ | f) because |
| 7 - | g) approximately |
| 8 e.g. | h) every |
| 9 > | i) before |
| 10 approx | j) causes |

The sub-skills sections are an indicator of the unit's 'on' skill. They offer tips and advice, and support students in the development of this particular language skill in addition to practising it.

B 2.35 You are going to listen to the first part of a lecture whose title is 'No one should ever work'. Listen and complete the notes below.

1 The abolition of work

- a) theory
- (1) _____ essay – US lawyer, Bob Black
 - we're not (2) _____ b/c we work.
 - only way to be free is (3) _____
- b) workers = (4) _____
- (5) _____ in control
 - free time isn't really free b/c (6) _____



C Work in pairs. Use the outline to tell each other the main points of the lecture.

D 2.36 Listen to the final part of the lecture. Take notes under the following headings, using abbreviations where possible. Then compare your notes with a partner and combine them to make them more complete.

c) work kills

- (7) _____
- (8) _____

2 Criticism of theory

- a) schunning,
- (9) _____

Fleets of opportunities for personalisation.

E Work in small groups. Read the notes you took and talk about whether you agree or disagree with the key ideas that the speaker mentioned.

- A: I agree with the idea that people shouldn't have to work.
 B: I disagree. I think that working is important because ...

SPEAKING: talking about ideal jobs

A 2.37 Listen to two men, Oscar and Daniel, talking about their ideal jobs. Match each man to an appropriate job below.



B Who said each phrase? Tick the correct column. Then listen again and check.

- | | Oscar | Daniel |
|--|--------------------------|--------------------------|
| 1 I couldn't work in an office. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Earning a high salary isn't really important to me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The thing I'm looking for is adventure. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The key thing for me would be relationships with people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It would be good to be outside. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I think my ideal job would probably include that. | <input type="checkbox"/> | <input type="checkbox"/> |

C Work in pairs. Describe what your ideal job would be like. Ask and answer questions to find out more information. Together, make a list of two or three jobs that would be close to your ideal.

Speaking is fully supported with functional language and lexical chunks.

VOCABULARY: phrasal verbs for talking about work

A Read the sentences. Match the meanings of the phrasal verbs in bold with their definitions in the box.

answer complete with information do something that should have been done before
 investigate make less progress participate in return someone's phone call
 send a copy of an email or letter

- Don't forget to **copy in** Jake when you send the email.
- Could you just fill in this form, please?
- Can you pick up the phone? I'm talking to Mr Jones on the other line.
- I'm trying to **catch up** with all the work I didn't get done yesterday.
- I'd like to join in with your meeting, if that's OK.
- I'll ask Kyle to look into this problem further.
- Did you call Mr Wilkinson back?
- I'm worried that I'm going to fall behind with my work.

B Work in groups. Discuss these questions.

- How often do you send emails? Do you usually have to copy other people in?
- What are some ways to catch up with your work when you start to fall behind? For example, one way might be not to pick up the phone every time it rings.
- Do you tend to join in with conversations in class or at work? Why or why not?

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GRAMMAR: separable and inseparable phrasal verbs

A LANGUAGE IN CONTEXT Read this review of the reality TV series *Job Swap*. Which of the women enjoyed her experience on the show?

Tuesday's *Job Swap* (8:30pm, Channel 9) was fantastic! Zoe, a hairdresser from Edinburgh, swapped jobs with Jemma, a part-time office secretary from Brighton. Zoe was very positive about the experience and said she'd learnt new skills. 'At the salon, I don't have to write information down or fill in forms, so that was new for me.' In contrast, Jemma had problems with some of the other hairdressers. 'I didn't get on with them,' she said. 'They talked about famous celebrities all the time. I'd never heard of any of them, so I didn't join in with their conversations! She didn't like the customers, either. Dealing with them was so boring!' she said. Boring maybe, but it did make great TV!

B ANALYSE Read the text in Exercise A again.

Form Choose the correct option to complete the sentences. Then complete the table with examples from Exercise A. With separable phrasal verbs, you (1) *can / can't* put a noun between the verb and the particle. With inseparable phrasal verbs, you (2) *can / can't*. With separable phrasal verbs, we (3) *always / never* separate the verb and the particle when the object is a pronoun (you, it, them, etc).

| | Form | Example |
|---------------------------|--|--|
| Separable phrasal verbs | verb + particle + noun verb + noun/pronoun + particle | (4) _____ <i>I didn't get on with the stylists.</i> |
| Inseparable phrasal verbs | verb + particle (+ preposition) + noun/pronoun | (5) _____ |

C PRACTISE Choose the correct answer to complete the sentences. Choose both answers if they are both correct.

- 1 A: Did you remember to turn off the lights before you left the office?
B: No, I forgot to turn them off / off them. Sorry.
- 2 Peter called. I said you'd call him back / back him.
- 3 The people I work with are really nice. I get along with them / them with.
- 4 A: What should I do with this form?
B: Just write your information down / write down your information and sign it.
- 5 I ran into John Carver / John Carver into at a meeting today.
- 6 A: Have you heard of the company called Nike?
B: Yes, of course I've heard it of / of it.

D NOW YOU DO IT Work in pairs. Think of a business that you'd like to set up. Tell your group about the things you'd like and dislike about having your own business.

- A: Setting a clothing shop up would be cool.
B: Maybe, but I don't think I'd like dealing with angry customers.



NOTICE!

- 1 Underline all the phrasal verbs in the review.
- 2 How do these two phrases differ in terms of word order? Write information down and fill in forms?

Phrasal verbs with a particle plus a preposition are always inseparable. *I didn't get on with them.*

'Notice!' boxes encourage independent learning as part of the course's inductive approach.

PRONUNCIATION: stress patterns with phrasal verbs

A 2.38 Listen and repeat these sentences. With each phrasal verb, is the stress on the main verb or on the particle?

- 1 When you've filled in the form, please hand it in to reception.
- 2 I've fallen behind with my work a bit, but I'm hoping to catch up next week.
- 3 I copied Helen in when I sent the email but she didn't get back to me.

B 2.39 Practise saying these sentences with the correct stress. Then listen and check.

- 1 We need to look into the poor sales figures and come up with solutions.
- 2 When you call Rob back, ask him to come up to my office.
- 3 I didn't pick the phone up because I was writing up my notes from the meeting.

Pronunciation is focused on throughout the unit and gives particular emphasis on different areas.

WRITING: descriptions page 123

To make your descriptions interesting, use adjectives which tell the reader how something feels, sounds, tastes, looks or smells. Try to create a picture in your reader's mind.

A Which of the adjectives in the box can you use to describe these different workplaces? Write four adjectives for each picture. Then compare your answers in pairs.

bright busy chaotic colourful comfortable dirty fun noisy repetitive smelly stressful unsatisfying



Strong writing syllabus in every unit and in the Writing Workshop sections at the end of alternate units.

B Read this description of a workplace. Underline the adjectives. What does the writer like and dislike about their workplace?

About me | My photos | My friends | My groups

I work in a busy office. It can be quite stressful at times, but it's also a fascinating place to work. My colleagues and I all work together in one huge room, so we can easily share interesting ideas.

The thing I enjoy the most is that we have a fun, relaxing area where we can take a break, play games, talk to people from other departments and get new ideas. It's unusual, but it really works.

On the down side, the staff restaurant is quite old-fashioned, dark and depressing, and not many of us eat there. It's such a shame because the rest of the place is bright, colourful and modern.

C If you work, write a description of your workplace. If you don't work, write a description of your ideal workplace. Use a variety of descriptive adjectives.

D Work in groups. Read your description to your group. When everyone has finished, vote on the description which created the best picture in your mind.


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LifeSkills

PREPARING FOR A JOB INTERVIEW

- Think about questions you may be asked.
- Prepare answers that emphasise the key points you want to make.
- Practise your responses.


A  Look at these pictures. How do you think the people who are being interviewed feel and why? Tell a partner.

1



2



B  **2.40** Now listen to the interview with the man from picture 1. Would you give him the job? Why or why not?

The Life Skills pages form an integral part of the unit using language the students have just been developing.

Three-step summary of the approach to the life skill in the lesson.

Self and Society Work and Career Study and Learning

C Read the careers advice. Which of the questions do you think is the most difficult to answer?

Each unit presents a life skill within one of three domains. However, they are transferable across all domains and the same life skill is presented within the other two domains in the Teacher's Resource Centre.

CAREERS ADVICE


INTERVIEW QUESTIONS


Whatever type of job you're applying for, it's always a good idea to be prepared. Here is a list of FAQs in job interviews and advice on how to answer them.

- **Tell me about yourself.**
This is your chance to say who you are. Find out about the company to get an idea of the skills, experience and personalities they're looking for. In the interview, talk about things that show you would be the best person for the job!
- **What do you do in your current job?**
Be positive about what you do in your current (or previous) job. Try to link your past experience to the job you are being interviewed for.
- **What are your strengths and weaknesses?**
You can talk about your ability to stay calm, your prioritising skills, problem-solving skills, how good you are as a team player, how confident/reliable/motivated, etc. you are. Give real-life examples! Be honest about a weakness, but don't focus on it. Say what you are doing to change it.
- **Why do you want to work for this company?**
Be positive. Find out about the company and explain how what they offer is connected to your ambitions and hopes for the future.
- **When can you start?**
Be enthusiastic! Say 'Immediately' or 'I need to give x weeks' notice to my current employer.'
- **Have you got any questions?**
Before the interview, always prepare one or two questions to ask at the end of the interview which show you're interested in the company, for example:
How many people work in the department?
Do you offer training?
How is performance evaluated and rewarded?
Good luck!

HOW TO SAY IT

Describing work experience
I have experience in ...
One of my main strengths is ...
I really enjoy ...
Working as part of a team
interests me because ...
I'd like to work for your company
because ...

D  **2.41** Now listen to a woman being interviewed for the same job as the man in Exercise B. As you listen, think about whether you would give her the job, and why / why not.

E  **2.42** Work in pairs. Talk about whether you would give the job to the man or the woman, and why.

F Think of a job you would be interested in applying for. Then work on your own to prepare complete and positive answers to the interview questions in Exercise C.

G  **2.43** Work in pairs. Take turns roleplaying a job interview. Prepare questions from the list and give answers you think are good.

Key reflection boxes get students to think about the transferability of the life skill and how it can be effectively applied in the other two domains.



REFLECT ... How can the skill of preparing for an interview be useful to you in Self and Society and Study and Learning?

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Language wrap-up

Key review of the grammar and vocabulary of the unit.

1 VOCABULARY

A Choose the correct phrases. (7 points)

If you've (1) been unemployed / applied for a job for some time one of the most important things you should do is (2) earn a good salary / write a good CV. It's also important to make sure you are (3) applying for a job / having a career that is right for you. There's no point (4) getting on with your colleagues / working for a company if you want to run your own business. If you need to be at home to look after children, it's probably more important to (5) get a part-time job / have a career than work all the time. If (6) earning a good salary / applying for a job is important to you, you will need to work hard and be prepared to work long hours, too. Whatever job you get, you should make an effort to (7) work for a company / get on with your colleagues. We can't choose the people we work with!

B Complete the sentences with the phrasal verbs from the box. (8 points)

- | | | |
|-------------|---|--|
| call back | 1 | Could you please _____ this form with your information? |
| catch up | 2 | Always be polite when you _____ the phone. |
| copy in | 3 | Please could you _____ the customer who left a message? |
| fall behind | 4 | I don't want to _____ with my work while I'm away on holiday. |
| fill in | 5 | Don't worry. Jenny will help you _____ with your work when you get back. |
| join in | 6 | Can you _____ the accounts department when you send this message? |
| look into | 7 | I need to _____ the problem in some more detail. |
| pick up | 8 | Are you going to _____ with tomorrow's meeting or not? |

11 – 15 correct: I can talk about the world of work and use phrasal verbs for talking about work.
0 – 10 correct: Look again at the vocabulary sections on pages 142 and 145.

SCORE: /15

2 GRAMMAR

A Complete the sentences with so, such, too or enough and the adjective in brackets. (7 points)

- It was _____ (good) idea to have the meeting in a café.
- Was my report _____ (detailed)?
- This meeting has been going on _____ (long). It should have finished at three.
- It's _____ (difficult) to get a job in TV. But I'm not going to give up.
- Ella is _____ (brilliant) teacher. All her students love her.
- It's _____ (nice) working here. Everyone is very friendly.
- The room isn't _____ (big) for the meeting. We'll have to find a bigger one.

B Tick the sentences that are correct. Rewrite the incorrect sentences. (8 points)

- I was listening to my MP3 player, but a colleague asked me to turn off it. _____
- John Brown phoned. Can you call back him? _____
- Filling in forms is a large part of my job. _____
- If you don't want to forget something, write down it. _____
- Some colleagues were having a discussion, but I didn't join in. _____
- I've never heard of this new company. _____
- As a doctor, I have to be very good at getting on patients with. _____
- If you go to the theatre, you might run Mary into. _____

11 – 15 correct: I can use so, such, too and enough, and separable and inseparable phrasal verbs to talk about work.
0 – 10 correct: Look again at the grammar sections on pages 143 and 146.

SCORE: /15

SPEAKING WORKSHOP talking about ideal jobs

A Read and complete this conversation with the phrases from the box.

I couldn't work _____ is important to me _____ my ideal job would be one _____ my ideal job would have to include that _____ the key thing for me _____ the thing I'm looking for _____ would love to _____

Rees: I'm so bored working here that I might start looking for another job.

Hamish: Really? That's interesting.

Rees: Yes, (1) _____ where I can be creative.

Hamish: What would you like to do?

Rees: I like to make things, so (2) _____

Hamish: Oh, I know what you mean! I find it very satisfying when I make things with my own hands. Would you like to be your own boss or work for someone else?

Rees: A good salary (3) _____, so I think I'd want to work for a company. I think

(4) _____ would be to look forward to going to work every morning. Job satisfaction is very important.

Hamish: I agree. I'd like to get a new job, too – something completely different. (5) _____ is working with the general public, instead of being stuck in an office all the time.

Rees: Oh, that's not for me. (6) _____ with the public all the time. I need peace and quiet! I prefer working on my own, or in a small team.

Hamish: Oh, I (7) _____ help people if I could. Maybe something like nursing would suit me.

Rees: Yes, I can see you as a nurse. Anyway, I guess it's time to get back to work.

Hamish: Yeah, for now. Who knows? One day, we might find our ideal jobs!

Speaking or Writing Workshops alternate every unit and use the 'model, analysis and production' structure.

Self-assessment section to check progress and understanding throughout the course.

B Read the conversation again and find these things.

- | | |
|---|-------------------------------------|
| 1 a phrase to encourage the speaker to say more | 3 a phrase to agree with someone |
| 2 two questions to ask for more information | 4 a phrase to disagree with someone |

C Look at this list of aspects of a job. Choose the four that are most important to you and number them from 1 (most important) to 4 (least important).

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> being creative | <input type="checkbox"/> job satisfaction | <input type="checkbox"/> working in an office | <input type="checkbox"/> working with children |
| <input type="checkbox"/> earning a high salary | <input type="checkbox"/> job security | <input type="checkbox"/> working outside | <input type="checkbox"/> working with computers |
| <input type="checkbox"/> helping people | <input type="checkbox"/> using practical skills | <input type="checkbox"/> working with animals | <input type="checkbox"/> working with the public |

D Work in pairs. Imagine you work for the same company and you are both thinking about a change of career. Roleplay a conversation like the one in Exercise A. Ask and answer questions about your ideal jobs. Use the phrases from the box in Exercise A to help you.

E Find another partner and repeat your conversation.

HOW ARE YOU DOING?

Think about your speaking and tick the statements that are true.

I feel confident ...

- describing my ideal job.
 agreeing and disagreeing with someone.
 using questions to ask for more information.

How do you feel about your speaking generally?

- Very confident Not sure ... Need to practise