

# Love Your Work

This is Jim Burt, painting a life-size model of the pterosaur *Quetzalcoatlus northropi*, one of the largest flying animals that ever lived. Jim is lead sculptor at the Blue Rhino Studio in Minneapolis, where they create lifelike models for museums, zoos and visitor centres. He says, 'It's a dream job. It's the type of job I never thought existed when I was in school.'

**1** Circle the statement or statements that are correct.

- a *Quetzalcoatlus northropi* was bigger than a human being.
- b The Blue Rhino Studio only makes models of living animals.
- c Jim knew from a young age that he wanted to do this kind of work.



# Lesson 1

## Discussion

'Choose a job you love and you will never have to work a day in your life.' Discuss.

absorbed construction effort job satisfaction  
outdoors redundant retrain

1 Listen. Listen and repeat. TR: 9.1

2 Listen and read. TR: 9.2

## The happiest jobs in the world

### Who's got the most job satisfaction?

We looked at surveys of **job satisfaction** ratings for different jobs around the world in order to see what the similarities and differences were for different types of work. You might be surprised at some of the results. For example, we didn't find that earning a high salary necessarily makes people happier. So, what does make people happy in their work? We interviewed people doing the happiest jobs to find out. Here's what they told us.

#### Teachers

Teachers rate their jobs highly. Maria, who teaches pre-school children, told us that teaching is the best job in the world. 'I love it,' she said. 'The moment when you see a child make a connection in their learning, that's wonderful. Every day there are funny moments with children of this age. It's great.' George teaches economics to high school students. He told us that teaching was not his first career. 'I was made **redundant** from my job in finance, and **retrained** as a teacher. I'm not paid as much as I was, but I'm happier. Young people are intelligent and humorous, and they want to change the world. It's a privilege to work with them.'

#### Doctors and nurses

Sonia is a doctor in a busy teaching hospital. She says that she works hard, but 'the patients are so interesting, and it's great to be able to improve their lives. And to get the opportunity to save lives – how many other jobs do that?' Daniel, a nurse at the same hospital, agrees. He told us that the training for the

job had been difficult, but that it was worth the **effort**. 'Every day in this job I'm learning. People are so grateful for what you do for them. I also love being part of a fantastic team.'

#### Engineers

Engineers came near the top of the surveys for job satisfaction. Pedro works on large **construction** projects and explained that he loves seeing his designs become reality. 'My work doesn't really feel like work,' he said. 'My job needs a lot of attention to technical detail and I become really **absorbed** in it. The day passes so quickly!'

#### Builders

Susana works in construction too, but as a builder creating new homes. She told us that she loves being out in the open air and working with her hands. 'The job pays the bills, but it's much, much more than that. The best moment is when you get to hand a finished home over to the new owners,' she said. 'I love being able to say, "I built that!"'

#### Gardeners

William works as a garden designer and gardener, and he too says that he loves working **outdoors**. 'Working with nature and at different times of year is fantastic. I live and work in a beautiful area, and every day I'm surrounded by spectacular scenery. What could be better than that?'



3 Write **T** (teacher), **D** (doctor), **N** (nurse), **E** (engineer), **B** (builder) or **G** (gardener). Which job was described like this ... ?

- 1 I'm proud to hand over a home to the new owner.
- 2 I'm surrounded by beautiful scenery every day.
- 3 Every day I learn something new.
- 4 Every day has funny moments.
- 5 My job has a lot of technical detail.
- 6 I can save people's lives.

4 Unscramble. Then match.

- |                   |       |                                    |
|-------------------|-------|------------------------------------|
| 1 obj aiittaconsf | _____ | a Having lost your job             |
| 2 arenrti         | _____ | b Trying very hard to do something |
| 3 atnrndue        | _____ | c Learn how to do a new job        |
| 4 derbosba        | _____ | d Happiness in your work           |
| 5 tefrof          | _____ | e Very interested in something     |
| 6 tstruccionon    | _____ | f Building                         |

## GRAMMAR Reported Speech 1: Statements

We use reported speech to tell someone what another person has said. When we use reported speech, we change the verb tense to a tense further back in the past. We also change personal pronouns (**I, you**, etc), possessive adjectives (**my, your**, etc), possessive pronouns (**mine, yours**, etc) if they're used to talk about the original speaker, and demonstrative pronouns (**this, these**).

The most common verbs we use with reported speech are **say** and **tell**. When we use **tell** with reported speech, it is followed by an object.

'Sara **wants** to be the head of finance,' he said.  
He said (that) Sara **wanted** to be the head of finance.

'We're **looking** for an assistant,' she said.  
She said (that) **they were looking** for an assistant.

'He **was made** redundant from his last job,' I said.  
I said (that) he **had been made** redundant from his last job.

'They'll **be working** on my project,' Diana told me.  
Diana told me (that) they **would be working** on her project.

'I **must finish this** report,' she told the employee.  
She told the employee (that) **she had to finish that** report.

**Note:** We do not change present tenses when we are talking about what still exists. There is also no tense change with the following: past perfect simple, past perfect continuous, second and third conditional sentences, **would, could, might, should, ought to, used to, had better, mustn't** and **must** when it is used to express deduction. 'The new member of staff **is** great,' he said. He said (that) the new member of staff **is** great.

## GRAMMAR Changes in time and place

When we use reported speech, words and phrases that talk about time and place usually change.

'I'm working with Faisal **tomorrow**,' said Jo.  
Jo said (that) she was working with Faisal **the next/ following day**.

'They missed the meeting **yesterday**,' Jake said.  
Jake said (that) they had missed the meeting **the day before**.

'They're too busy to help you **at the moment**,' she said.  
She said (that) they were too busy to help us **at that moment**.

'You can leave your tools **here**,' I told the builder.  
I told the builder (that) he could leave his tools **there**.

5 Write these sentences in reported speech. Sometimes more than one answer is possible.

- 1 'The manager wants to see you,' Adam told me.
- 2 'Elizabeth is training to be an doctor,' said Gavin.
- 3 'You have been at your desk since yesterday,' he said.
- 4 'Ilan ought to explain things more clearly,' said Maria.

6 Read the sentences and write what the people said. Sometimes more than one answer is possible.

- 1 He said he'd been working since the year before.
- 2 The electrician said he would be back the next day.
- 3 Amanda said she had sent the emails on time.
- 4 The trainer told me I should pass the course.

## WORD FORMATION

7 Complete the sets of sentences with the correct word. Which part of speech is each word?

- 1 economics    economise    economist  
a People who are unemployed must try to \_\_\_\_\_.
- b Fatima studied \_\_\_\_\_ at university.
- c An \_\_\_\_\_ studies financial markets.
- 2 graduate    graduate    graduation  
a Clark is a \_\_\_\_\_ of Yale University.
- b Jo's \_\_\_\_\_ ceremony is next week.
- c When will you \_\_\_\_\_ from college?
- 3 applicant    application    apply  
a She's the best \_\_\_\_\_ for the job.
- b You should \_\_\_\_\_ for this job.
- c He's sent six letters of \_\_\_\_\_ today.
- 4 embarrass    embarrassed    embarrassment  
a Sami felt \_\_\_\_\_ about her mistake.
- b Please don't \_\_\_\_\_ yourself.
- c What an \_\_\_\_\_! I can't believe she heard us arguing!

8 Work with a partner. Take it in turns to tell each other about the career you would most enjoy. Talk about what is involved and why you like it, as well as the qualifications and experience you need. Make notes about what your partner said.

9 Write a paragraph about what your partner said in Activity 8. Use your notes and reported speech.

# Lesson 2

## Discussion

'In some jobs it's necessary to take risks.' Discuss.

devote yourself to   expertise   nickname  
outstanding   scholarship   vocation

1 Listen. Listen and repeat. TR: 9.3

2 Listen and read. TR: 9.4

If the word *researcher* brings to mind someone who works indoors in a laboratory doing experiments or someone who reads all day in a library, then meet Dr Sylvia Earle. Dr Earle has carried out much of her research deep under the sea. Her **outstanding** work at sea has included leading around 70 expeditions and spending over 6,500 hours under the water. She has travelled to places such as the Galapagos Islands, China and the Bahamas. She also held the world record for the deepest solo walk on the ocean floor at a depth of 381 metres. It's no wonder she has been given the **nickname** 'Her Deepness'.

As a child, Dr Earle was always interested in wildlife. Her **parents told her to touch animals and insects, and not to be afraid of them.** When she was 12, her family moved to a waterfront property in Florida, where she had the opportunity to investigate living things in the nearby marshes and sea-grass beds. Later, she won **scholarships** to study botany. While at university, she first enrolled on courses in scuba diving and decided to **devote herself to** marine biology. It was this decision and her determined character that led her to have a truly remarkable career.

After several years of diving, **Dr Earle asked if she could take part in a research expedition in an underwater laboratory.** The laboratory – situated about 15 metres below the ocean surface close to the island of St John in the US Virgin Islands – was called Tektite Habitat. It allowed divers to remain under the water to carry out research for weeks at a time. In 1970, an all-female group went on the sixth mission of the Tektite II **scientists-in-the-sea** programme. **Dr Earle was asked if she would lead that mission.** Along with another four women – three scientists and an engineer – she stayed in the Tektite

Habitat for two weeks. During this time, Dr Earle and the other scientists gathered and analysed data on marine life and on the effect of living underwater on the human body.

Marine life has always been at the centre of Dr Earle's work and she is highly respected for her **expertise** in this field. **She is often asked to give talks by environmental groups** about marine life and how to protect the oceans. Since 2008, her Mission Blue expeditions have documented marine environments around the world, and enlisted the help of local people in protecting them.

What makes Dr Earle extra special is that she doesn't look upon her work as a job, but as her **vocation** in life.



**Guess!**  
**what!**

The deepest part of the ocean is about 11,000 metres below sea level. At that depth, the pressure is equal to a one-tonne weight being placed on the end of your finger.

3 Write **C** (Correct), **I** (Incorrect) or **DS** (Doesn't say).

- Dr Earle has done all her research in libraries and laboratories.
- Dr Earle set a world record when she walked on the ocean floor at a depth of more than 350 metres.
- Dr Earle's parents were both environmentalists.
- Dr Earle's university was called Tektite Habitat.
- Five women took part in the sixth mission of the Tektite II programme.
- The Mission Blue expeditions have all been successful.

4 Find words in bold in the article that have these meanings.

- give most of your attention to something \_\_\_\_\_
- a friendly name that is not a person's real name \_\_\_\_\_
- a job or way of life suited to someone \_\_\_\_\_
- excellent \_\_\_\_\_
- knowledge of a particular subject \_\_\_\_\_
- sums of money given to help pay for education \_\_\_\_\_

## GRAMMAR Reported speech 2: Questions, Commands and Requests

### Questions

We usually use the verb **ask** to report questions. The changes that we make in reported statements are also made in reported questions.

When a question begins with a question word, we use that word to form the reported question.

**'Who made this mistake?' the captain asked.**

The captain **asked who had made that** mistake.

When a question hasn't got a question word, we use **if** or **whether** in the reported question.

**'Are you taking next week off?' Carol asked.**

Carol **asked if/whether** I was taking the following week off.

### Commands

We usually use the verb **tell** to report commands.

**Tell** is followed by an object and the full infinitive.

When the command is negative, we put **not** before the full infinitive.

**'Don't accept any more bookings!' the manager said.**

The manager **told me not to accept** any more bookings.

### Requests

We usually use the verb **ask** to report requests.

We form reported requests in the same way as reported commands. We miss out the word **please** in reported requests.

**'Please be at the construction site by 7.30,' Emil said.**

Emil **asked us to be** at the construction site by 7.30.

5 Tick the second sentence in each pair if it is correct and correct the ones that are wrong.

- 'What is the salary?' he asked.  
He asked what the salary was.
- 'We're making you redundant, Leo,' they said.  
They told they were making him redundant.
- 'Don't write the article,' she said.  
She didn't tell me to write the article.
- 'How far did the divers go?' he asked.  
He asked me if the divers went far.
- 'Where did I leave my notes?' she asked.  
She asked me where she had left her notes.

6 Look at the parts of the text that have been highlighted. What might have been said in each case?

7 Match.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 Her research brings to | a the ropes.                |
| 2 There are no current   | b dangerous conditions.     |
| 3 The boss showed me     | c free to ask questions.    |
| 4 I've enrolled on a     | d mind my mother's work.    |
| 5 Please feel            | e swimming course.          |
| 6 Builders often work in | f vacancies, unfortunately. |

8 Listen and circle the correct words. TR: 9.5

- Marco Santos is a **careers advisor / engineer / driver**.
- Marco's new book is called **Job Alert / Test-drive Your Future Career / Which way now?**
- The new book doesn't include information on **job satisfaction ratings / working conditions / current vacancies**.
- If you want to try out a job, you contact **the presenter / Patrick / a mentor**.
- A test-drive lasts for up to **two days / a week / six months**.
- The book has sold **1,500 / 2,000 / 6,000** copies so far.

## PHRASAL VERBS

9 Complete the sentences with the correct form of these phrasal verbs.

come along   cut out   get into  
look upon   put together

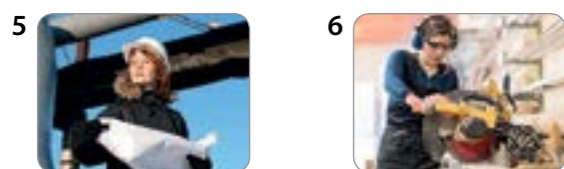
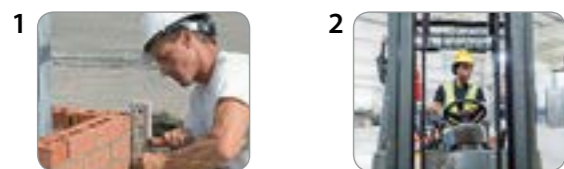
- Luca isn't really \_\_\_\_\_ to be a lawyer.
- We \_\_\_\_\_ a list of all vacancies and posted it on the web.
- Why don't you \_\_\_\_\_ on our visit to the warehouse?
- I can't believe I \_\_\_\_\_ university!
- He always \_\_\_\_\_ his job as enjoyable.



## Vocabulary

### 1 Write the correct words.

bricklayer    carpenter    civil engineer  
electrician    fork-lift truck driver    plumber



### 2 Look at the list of equipment below. Which of these items can you see in the photos in Activity 1? Which ones do you think are necessary for each of the jobs in Activity 1?

- 1 protective gloves
- 2 hard hat
- 3 overalls
- 4 goggles
- 5 steel toe-capped boots
- 6 spirit level
- 7 drill
- 8 blueprints
- 9 tool belt
- 10 tool box

## Listening skills

### 3 Look at the sentences in Activity 4 and underline adverbs of frequency, phrases that show sequence, comparatives and negative forms of verbs.

### 4 Listen to these short dialogues and tick the sentences that are true. TR: 9.6

- 1 At first, the girl thought her job didn't pay well.
- 2 Bells and Hunter always replace workers that leave immediately.
- 3 The boy thinks Jordan often looks a mess.
- 4 Tomas thinks he should have been paid more.

## Listening task

### 5 Listen to Mrs Chan and Michael talking on Michael's first day at work. Tick T for True or F for False. TR: 9.7

- 1 Mrs Chan shows Michael what to do immediately.  T  F
- 2 It isn't the first time Michael has worn safety equipment.  T  F
- 3 Fork-lift truck drivers have the easiest jobs.  T  F
- 4 At first, Michael says he did his work experience the previous year.  T  F
- 5 Michael will only deal with boxes on the ground every day.  T  F
- 6 Mrs Chan asks Michael to move the boxes on his own.  T  F



## Express Yourself!

### Talking about work

They're on a construction site/in an office/a classroom/a warehouse/a factory.  
The working conditions are dangerous/extremely difficult/excellent/fairly good.  
He's/She's wearing protective clothing/a uniform/casual clothes/a suit.  
He's/She's in charge of ...  
He/She works with his/her hands.  
It's a highly-skilled /low-skilled job.

### Job titles

apprentice    supervisor  
manager    trainee  
manual worker    trainer

## Listen Up!

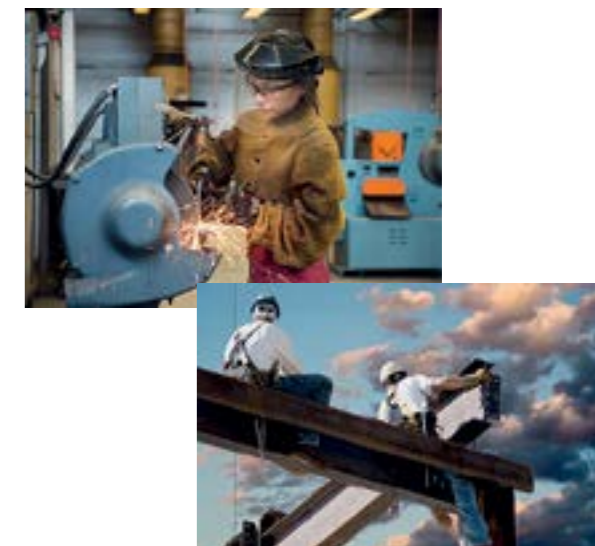
### 6 Listen to Sebastian and Elena talking about these pictures in their classroom. Which words and phrases from Express Yourself! does each student use? TR: 9.8



## Speaking skills

- ### 7 Look at the photos in Activity 8 and make notes about the following.
- what job the people are doing
  - where they are working
  - what dangers they face
  - what they are wearing and why
  - what skills they need to do their job
  - how important it is to get on with their colleagues

### 8 Work with a partner to describe these photos and discuss the people's working conditions.



## Speaking tasks

- ### 9 Look at the photos in Activity 10 and brainstorm as many words and expressions as you can think of related to them. Then put them into two columns with the headings Working conditions and Relationships.
- ### 10 Work with a partner. Take it in turns to describe the working conditions shown in these photos and say what relationship the people might have. Student A should talk about photo 1 and Student B should talk about photo 2.



### 11 Do any of the jobs in the photos appeal to you? Why or why not?

## Writing successful stories

A successful short story will often have two or three characters, an interesting plot and a clear beginning, middle and end. Good writers use several means to capture readers' interest and make them continue reading. These include using dramatic opening sentences; descriptive adjectives and adverbs; direct speech; short, dramatic sentences and sometimes a twist in the plot in which something unexpected happens.

### 2 Look at these examples of language from a story and tick the lines which are best.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1 Ana stopped and looked up, but then she couldn't move.     | <input type="checkbox"/> | 3 The chair fell on the floor.  | <input type="checkbox"/> |
| Ana froze.   | <input type="checkbox"/> | The chair spun round and clattered noisily to the floor.                      | <input type="checkbox"/> |
| 2 The robber raised his gun and screamed 'Lie on the floor!' | <input type="checkbox"/> | 4 The manager glanced in the direction of the robber and stammered his reply. | <input type="checkbox"/> |
| The robber raised his gun and told us to lie on the floor.   | <input type="checkbox"/> | The manager looked at the robber and then replied.                            | <input type="checkbox"/> |

### 1 Write B for beginning, M for middle or E for end.

- Looking back, Mark realised how stupid he'd been to listen to his colleague. He promised himself that he'd never be so trusting again.
- It was the chance of a lifetime for Mark. He'd just been hired as a lawyer in one of the most successful companies in the country and he was determined to be a success.
- While he was preparing for court one day, a colleague paid him a visit. He seemed very anxious as he sat on Mark's desk and whispered 'Er ... , Mark, I need your help with something.'

## Writing task

### 3 Read the writing task below and look at the picture. What do you think the story will be about?

Write a story with the title *Henry's last day*.

### 4 Read the model story and number the paragraphs in the correct order. Then underline examples of descriptive adjectives and adverbs, direct speech and short, dramatic sentences.



### Henry's last day

- The following Friday, Luke arrived early, so he was shocked to see that the shop door was slightly open. He went inside nervously and saw the back of a tall man behind the counter. He was taking money out of the till and putting it into his wallet. Suddenly, the man swung round. It was Henry. 'Wh-What are you doing?' Luke stammered. 'Keep your mouth shut or you'll regret it!' said Henry, nastily.
- Luke was very excited on his first day at Quigley's Toy Shop. Mr Quigley welcomed him warmly, saying, 'I'm sure you'll fit in nicely, Luke,' and Luke smiled back at him eagerly.
- At ten o'clock exactly, a tall thin man entered. 'Ah, Henry!' said Mr Quigley. 'This is Luke, the new assistant.' 'Hello,' said Henry, coldly. Luke smiled but couldn't help feeling disappointed. Henry didn't seem to be as friendly as Mr Quigley had promised.
- A short time later, as Mr Quigley was informing Luke about the shop, he explained that he only worked on Fridays, and that the shop was usually run by the manager, Henry. He said that Henry was a good friend, and he promised to introduce him to Luke when he arrived at ten o'clock. 'You'll really like him!' he said.
- Luke began to back away, his mind in a turmoil. Then he heard a familiar voice behind him. 'I saw everything, Henry,' said Mr Quigley, shaking. 'And I know you threatened Luke. Put that wallet down and get out of my shop!' Henry didn't need to be asked twice. He dropped the wallet and ran for the door without a backward glance.

## Analyse it!

### 5 Answer the questions.

- How does Luke feel on his first day?
- What does Henry look like?
- Why is Luke disappointed?
- What does Henry do behind the counter?
- What kind of character do you think Mr Quigley has got?

## Writing plan

### 6 Write the correct paragraph number from the model next to these descriptions.

- Describe the main event and the characters' reactions to it.
- Introduce a twist in the story and develop the characters.
- Bring the story to an end.
- Set the scene and introduce some of the main characters.
- Give background details about the situation leading up to the main event and introduce another character.

### 7 Rewrite these sentences using reported speech. Use these verbs.

accuse of	deny	refuse
admit	promise	suggest

- 'This customer stole a mobile phone!' said the manager.
- 'I won't do any more overtime,' Philip said.
- 'We didn't work without our hard hats,' said the workers.
- 'We'll increase your salary if you do this project,' they said.
- 'Let's check these figures once again,' the accountant said.
- 'I spilt soup down the lady's back,' the waiter said.

## USEFUL LANGUAGE

### Ordering events

At first, ... / In the beginning, ... / Just then, ... / A few days/weeks/months later, ... / After a while ... / Looking back, ... / At the end of the day, ...

## Writing task

Write a story with the title *An unusual day at work*.

## GRAMMAR Reporting verbs

The most common reporting verbs are **say** and **tell** for statements, **tell** for commands and **ask** for questions and requests. However, there are other reporting verbs that we can use to report what the person said more accurately. Reporting verbs can be followed by a full infinitive (**agree, offer, promise, refuse, threaten**); by an object + full infinitive (**advise, beg, command, invite, order, persuade, remind, warn**); by a gerund (**deny, suggest**); by a preposition + a gerund (**admit to, accuse somebody of, apologise for, boast about**); or by *that* (**announce, complain, deny, explain, exclaim, promise, protest, suggest**).

*'I won't give you a pay rise,' the boss said.*

*The boss **refused to give me** a pay rise.*

*'Remember to put all the equipment in the cupboard,' she said.*

*She **reminded us to put** all the equipment in the cupboard.*

*'I didn't speak rudely to the customer,' the cashier said.*  
*The cashier **denied speaking** rudely to the customer.*

*'You've been late twice this week,' the boss said.*

*The boss **complained that** I'd been late twice that week.*

## WRITE RIGHT!

### Use these steps to help you write your story.

- Step 1** Decide on two or three main characters and think of some adjectives that describe these characters.
- Step 2** Think about how the story will start and how events will develop. Then decide how the story will end.
- Step 3** Make a plan for your story and decide how you will organise the events. Use the plan on the left to help you.
- Step 4** Use your notes, your plan and the useful language above to write your story. Make sure you use a good opening sentence, plenty of adjectives and adverbs and both direct and reported speech.
- Step 5** Read your story carefully when you have finished to check that it has a beginning, a middle and an end, and that it is interesting to read.

## Discussion

**What does being successful mean? Discuss this question in relation to the following:**

- earning a lot of money.
- doing a job where you help others.