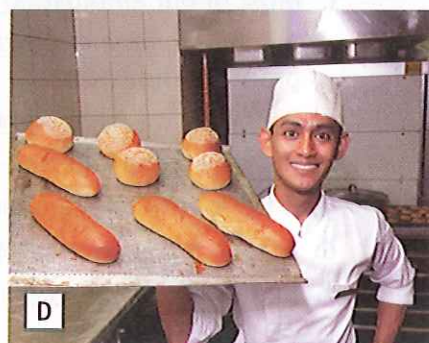


UNIT 9

Careers



a veterinarian



A pharmacist

physical therapist

A baker or chef

Warm Up

1 Group Work What jobs do you see in the pictures? Find out what jobs three classmates do. If you don't know what a job is, ask the student to explain.

2a Group Work Number the phrases below in a logical order (1–9).

- | | |
|--------------------|------------------------|
| 6 get promoted | 3 have an interview |
| 2 apply for a job | 1 prepare a resumé |
| 7 work long hours | 9 run your own company |
| 4 be offered a job | 5 take a job |
| | 8 resign |

I think you have to prepare a resumé first . . .

b Pair Work Which of the things have you done? Tell another student about your experiences.



Vocabulary | work

1a What is the difference in meaning between each pair of words?

- | | |
|----------------------------------|------------------------------------|
| 1. an employer/an employee | 5. a salary/a bonus |
| 2. an interviewer/an interviewee | 6. a receptionist/a secretary |
| 3. an application form/a resumé | 7. a company/a factory |
| 4. experience/education | 8. a managing director/a sales rep |

b Circle the correct choice to complete each sentence.

- Most of our employers employees have been with the company since it opened last year.
- A good managing director sales rep knows how to listen to people and give them the products they need.
- I'm afraid we need someone for this job with much more experience education.
- It's very important that a receptionist secretary is welcoming to visitors.
- If we reach our sales targets, we will get a 20 percent salary bonus.
- A good interviewer interviewee knows how to ask the right questions.
- I must fill out the application form resumé for that job at CoffeeCo today.

Pronunciation | word stress

2a 2.10 Listen and mark the main stress on each word or phrase in Exercise 1a.

Ex: an employer/an employee

b Pair Work Say each word or phrase to your partner.

3 Discuss these questions.

- What qualities make a good interviewer/secretary/sales rep/managing director?
- What information should you include in a resumé? What order should it be in?
- What is a typical salary in your country for a secretary/a sales rep?
- Would you rather have a high salary and no bonus, or an average salary and possible bonuses?
- When was the last time you were an interviewee? How did you feel?

Reading

4 **Pair Work** Read the article. Then take turns asking and answering the questions below.

HOW TO GET THAT JOB!

Before the interview

- Find out as much as you can about the company.
- Think about questions that the interviewer might ask you. Plan your answers.
- Dress well.
- Don't be late. If you are very early, go to a nearby coffee shop and look at your notes.
- Turn off your cell phone and take two or three slow, deep breaths before you go in.

During the interview

- When you walk in, shake hands firmly with the interviewer, look him or her in the eyes and say,

"Pleased to meet you."

- Answer the questions in a confident, firm voice. Don't speak too quietly or too quickly, or be too hesitant.
- Answers should not be one word or one sentence but also should not be too long.
- When answering questions, maintain eye contact with the interviewer. If there is more than one interviewer, give them equal attention.
- Give clear, direct answers to questions. If you don't know something, say so.
- Don't lie.

- At the end of the interview, you might be asked, "Are there any questions that you would like to ask us?" Make sure you have one or two good questions ready.
- Above all, be positive and show enthusiasm for the job.

After the interview

- Be sure to send a thank-you note promptly. If there was more than one interviewer, send each person a note. Thank them for their time and mention some of the topics from the interview that you would like them to remember. Keep your note polite and to the point.

I find out as much as I can about the company.

1. What research do you need to do before the interview?
2. What should you do if you arrive very early? 2. I will go to a nearby coffee shop and look at my notes.
3. What should you do just before you enter the interview room? 3. I turn off my cell phone and take two or three slow, deep breaths.
4. What should you do and say when you meet the interviewer? 4. I shake hands firmly with the interviewer and look him or her in the eye and say "Pleased to meet you."
5. How long should your answers to questions be? 5. It should not be one word or one sentence but also should not be too long.
6. How should you answer questions? 6. Answer the questions should be confident and don't lie, don't speak too quietly or too quickly or be too hesitant. Give clear, direct answers to questions.
7. Where should you look when you answer questions? 7. I should be maintain eye contact with the interviewer. If there is more than one interviewer, give them equal attention.
8. What should your general attitude in the interview be? 8. It should be confident answers and don't lie.
9. What might you do after the interview? I may be sure to send a thank-you note promptly. Keep my note polite and to the point.

5 **Group Work** Discuss.

1. Do you disagree with any of the points in the article? If so, which ones? Why?
2. Do you think you are good or bad at job interviews? Why?
3. Would you rather work for yourself or work in a company? Why?

Speaking

6 **SPEAKING EXCHANGE** Follow the directions on page 129. Student A is the interviewee. Student B is the interviewer.





Reading

- 1 **Pair Work** Read the article. Then take turns asking and answering the questions below.

World's Youngest Billionaire

Who is the world's youngest billionaire? Mark Zuckerberg, founder and CEO of Facebook. Born in New York in 1984, he became interested in creating computer programs when he was in high school. Then in 2004, during his second year in college, he created an online directory where all the students at his college could be listed. He launched it from his dorm room and called it "thefacebook.com." A few months later, Zuckerberg dropped out of college to work on the program, and the rest is history. Facebook now has over 500 million users around the world.

What is Zuckerberg's lifestyle like? Although he's worth over \$4 billion, he wears sneakers and jeans, lives in a small one-bedroom apartment, and sleeps on a mattress on the floor. He is frequently up working until 6 or 8 A.M. and sometimes doesn't sleep for days. What makes him happy? He is able to do the work that he loves. And he hopes he will be able to continue to build new ways for people to connect in the future. As he says, "The thing I'm most excited about is what we're building now. And I can't talk about that."



- How old was Zuckerberg when he created Facebook? **He was 20 years old.**
- What was the original purpose of Facebook? **It could be listed.**
- Does Zuckerberg have expensive tastes? Explain.
- What is his work schedule like? **He is frequently up working until 6 or 8 am and sometimes doesn't sleep for days.**
- What motivates Zuckerberg? **He was able to do the work that he love.**
- What does he hope he will be able to do in the future? **He hopes he will be able to continue to build new ways for people to connect on the future.**

2 **Group Work** Discuss.

- Would you like to have Zuckerberg's lifestyle and work routine? Why or why not?
- What are the pros and cons of being a wealthy CEO when you are young?
- What kind of work do you really love doing? Would you like to be able to devote your life to it?

Grammar | can, could, be able to: ability

- 3 Look at the underlined verb phrases in the reading. Then complete the Active Grammar box with *can/can't*, *could*, *is/are able to*, or *will be able to*.

Active Grammar

- Use can or can't to talk about ability in the present.
- Use could or was/were able to to talk about ability in the past.
- Use be able to to talk about ability in the future.

See Reference page 96

4 Complete the sentences with *can/can't*, *could/couldn't*, or *able to*.

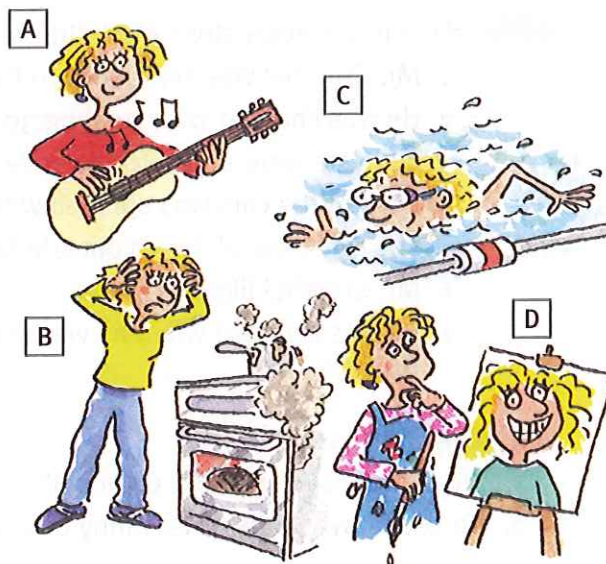
- David can play the piano quite well now.
- I wasn't able to get to sleep last night. I kept thinking about work.
- I can't lift this box. It's too heavy.
- Lan could write simple computer programs by the time she was 12.
- They looked everywhere for Suzie's ring, but they couldn't find it.
- Could you hear what Pablo was saying? It was very noisy in the restaurant.
- He'll be able to speak more fluently if he practices more.

5 **Pair Work** Look at the chart. Take turns saying how well Melissa *could*, *can*, or *was/is/will be able to* play the guitar, swim, cook, and paint.

XX = not at all X = not very well
✓ = pretty well ✓✓ = very well

	A	B	C	D
5 years ago	X	XX	✓	XX
Now	✓	XX	✓	X
5 years from now	✓✓	X	✓✓	X

Five years ago she couldn't play the guitar very well.



Speaking

6a **Pair Work** For each activity in Exercise 5, tell another student how well you:

- could/were able to do it in the past.
- can/are able to do it now.
- think you will be able to do it in the future.

b Choose two other activities to describe in the same way.

7a **Pair Work** Discuss the things:

- you could do one year ago in English.
- you can do now in English.
- you want to be able to do a year from now.

b Discuss how you are going to improve. Discuss tasks you can do and when you can do them.

Some ideas:

Ask for directions
Talk about your hobbies
Order a meal in a restaurant
Give advice about illnesses
Read newspaper articles



Vocabulary | crime

1 Answer the questions, using the words and phrases in the box.

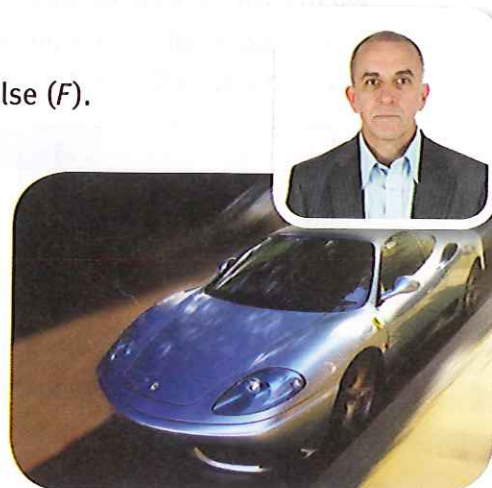
judge	thief
jury	police officer

- Who steals things? thief
- Who arrests criminals? police officer
- Who decides if a criminal is guilty or innocent? judge
- Who can decide what punishment to give a criminal, for example, a fine or a jail sentence?
jury

Listening

2 2.11 Listen to a news story. Mark the sentences true (T) or false (F).

- Mr. Grumbel was sentenced to five years in jail.
- He was charged with stealing 39 cars.
- The cars were stolen from car dealerships in Texas.
- Each of the cars was sprayed with perfume.
- The cars were all found outside Mr. Grumbel's house.
- Mr. Grumbel liked to pretend he was rich.
- He was arrested when he was seen stealing one of the cars.



3 **Pair Work** Discuss.

- What do you think about Grumbel's punishment? Was it too short or too long? Why?
- Do you know of any other funny or unusual crimes?

Grammar | passive voice: past

4 Read the Active Grammar box and circle the correct underlined choices.

Active Grammar

- Use the active / passive form to say what the subject did.
Grumbel stole new cars. (Grumbel performed the action)
- Use the active / passive to say what happened to the subject. Use it when who or what causes the action is unknown or not important.
Thirty-nine cars were stolen. (the cars received the action)

Form: was or were + past participle

I wasn't given anything to eat.

What punishment were they given?

See Reference page 96

5 **Pair Work** Find five examples of the passive in the audioscript on page 143.

- 6 Complete the sentences with a verb from the box. Use the passive voice in the past tense.

arrest clean invent send meet

- All the employees were sent a letter by the CEO.
- The bicycle was invented over 150 years ago.
- We were met at the airport by a tour guide.
- Two men were arrested by the police for stealing \$2,000.
- This carpet was cleaned last week, and now look at how dirty it is!

- 7 Circle the correct choices in the story below.

Germany's worst bank robber gave/was given (1) a one-year suspended sentence* after a judge felt/was felt (2) sorry for him. The court told/was told (3) how Marko N., 28, waited/was waited (4) outside the bank for three hours trying to get over his nerves. He then ran/was run (5) into the bank with a wool hat over his face. Unfortunately, he couldn't see anything. He took/was taken (6) off the hat in front of the security camera and demanded money from the cashier. He was holding a cigarette lighter in the shape of a gun. She just told/was told (7) him to go away. Finally, he ran off and arrested/was arrested (8) by the police outside the bank. He took/was taken (9) in a van to the nearest police station. "Give up on being a bank robber," the judge told him. "You have no talent for the job."



Glossary

* a *suspended sentence* = you only go to jail if you commit another crime

Speaking

- 8a Look at the paragraph in Exercise 7. What is the *introduction*, the *story*, and the *conclusion*? Use the How To box to help you.

- b **SPEAKING EXCHANGE** Work in two groups.

Group A: Look at the picture story on page 128.

Group B: Look at the picture story on page 132.

Work with your group to create a story for the pictures.

- c Tell your story to the other group.

How To:

Tell a story

Introduction: what is the important news?	<i>A man and woman were arrested last</i>
The story: Use sequence words like <i>then, next, finally</i> .	<i>Then he tried to</i> <i>Finally, he was</i>
Conclusion: finish with something funny or a quote.	<i>The criminal said he didn't remember anything about ...</i>

Writing

- 9 Look at the How To box again and write your story.

Review

- 1 Complete the sentences with *can('t)*, *could(n't)*, *(will/won't) be able to*, and the verbs in the box. (More than one correct answer may be possible.)

take play stand sleep tell lift

Ex: I can't lift this chest. It's too heavy.

- Alice has an amazing memory. She _____ you the capital city of every country in the world.
- I didn't take my camera on the trip, so I _____ any photographs.
- When Michael was younger, he _____ on his hands.
- I hurt my leg last week, so I _____ tennis tomorrow.
- I know I look awful. I _____ at all last night.

- 2 Rewrite the sentences in the passive, starting with the words given.

Ex: Somebody took the keys from my desk.

The keys were taken from my desk.

- The police arrested more than 50 people.
More _____.
- They opened the doors at exactly 9 A.M.
The doors _____.
- They paid me a lot of money to do the job.
I _____.
- Nobody met us at the airport.
We _____.
- They rescued everybody from the ship.
Everybody _____.
- Somebody cleaned all the classrooms yesterday.
All _____.

- 3 In three of the sentences below, the word in *italics* is not correct. Replace the word with a more appropriate one.

receptionist
Ex: A ~~secretary~~ is usually the first person you meet when you enter a building.


- She's a very good *interviewee*. She asks just the right questions.
- I don't have the right *experience* for this job. I don't have a degree in mathematics.
- They pay us a *salary* 20 percent of our annual salary if we reach our targets.
- He's decided to *resign*. He wants to spend more time with his family.

Communication | take part in a simple negotiation

- 4 Look at the suggestions below. Do you agree with them? Can you add any more points?

Five Very Important Tips for Negotiating

- 1 Negotiating is when two people with different goals work out a solution that is good for both of them. Look at negotiating as a positive process.
- 2 Before you say what you want, give your reasons. Focus on how your goal will help the other person.
- 3 Aim high, but always have a back-up plan. For example, if you want a 5% raise, begin by asking for 7%, but be willing to accept 3%.
- 4 Listen carefully to the other person and let them know you understand their needs. Frequently restate or summarize what they are saying.
- 5 Never argue or become emotional. A friendly negotiator who tries to find a solution that is good for both people will always come out ahead.

- 5  2.12 Listen to this “negotiation” and answer these questions.

1. What does each side do “wrong”?
2. What advice would you give each of them to negotiate more successfully?

- 6a **SPEAKING EXCHANGE** Work in groups of four, two representing Group A and two representing Group B. Practice negotiating. Try to achieve as many of your goals as possible.

Group A: Look at the information on page 127.

Group B: Look at the information on page 129.

- b When you have finished negotiating, read the goals of the other group. Who scored the most points?



Unit 9 Reference

can, could, be able to for ability

Use *can* or *is/are able to* to say someone has the ability to do something.

*She **can** speak four languages.*

*Are you **able to** see the river?*

Use *could* or *was/were able to* to say someone had the ability in the past.

*She **could** speak French by the age of 12.*

*I **wasn't able to** finish my report.*

Use *will be able to* to say someone will have the ability in the future.

*She **won't be able to** pass the test tomorrow.*

*You'll **be able to** play golf like a pro soon.*

Use expressions like *not at all/not very well/pretty well/very well* to show degrees of ability.

*I **can't** cook **at all**. XX*

*He **couldn't** swim **very well**. X*

*She **could** sing **pretty well**. ✓*

*She'll **be able to** play the guitar **very well** with a few more lessons. ✓✓*

Passive voice (past)

Use active verb forms like *gave*, *threw*, and *made* to say what people and things did.

*Sarah **made** a beautiful mirror for Sam's birthday.*

subject active verb

Passive verb forms like *was cleaned*, *were taken*, and *was made* are often used to say what happens to things or people or what was done to them.

*This camera **was made** in China.*

subject passive verb

The passive is often used when the person or thing that causes the action is unknown or not important.

*This house **was built** in 1745.*

Form: *was/were* + past participle

+	I/He/She/It	was wasn't	promoted.
	You/We/They	were weren't	
?	Was/Wasn't	I/he/she/it	promoted?
	Were/Weren't	you/we/they	
	Yes, No,	I/he/she/it	was. wasn't.
	Yes, No,	you/we/they	

Unit Vocabulary

Jobs

receptionist secretary managing director sales rep

Work

resign	employee	apply for a job
bonus	take a job	be offered a job
salary	education	application form
resumé	experience	work long hours
factory	interviewer	have an interview
company	interviewee	prepare a resumé
employer	get promoted	run your own company

Crime

jury	thief	arrest	punishment
fine	judge	criminal	jail sentence
steal	guilty	innocent	police officer