

UNIT 4

UNIT 4

SPEAKING

- › Discuss the qualities needed for different jobs
- › Talk about past habits
- › Participate in a meeting
- › Describe a day in your life

LISTENING

- › Listen to people describing dream jobs gone wrong
- › Listen to people making decisions in a meeting
- › Watch a BBC comedy about a man's first day in a new job

READING

- › Read an article about millionaires
- › Read a covering letter
- › Read job advertisements

WRITING

- › Write a covering letter
- › Write about daily routines

BBC CONTENT

- ▶ Video podcast: Is your job a 'dream job'?
- ▶ DVD: Gavin and Stacey

jobs



▶ Millionaires P44



▶ Dream job P47



▶ That's a good idea P50



▶ Gavin and Stacey P52

personal qualities

1A Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

Winning is the most important thing for me. I've always been **competitive**, so I love my job. I think I'm a **good leader**. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be **indecisive**.

I have classes of 80 to 100 children so I have to be **hard-working**. I do my best, because education is so important for the children. You need to be a **good communicator** in my job, so that you can get the children interested in what they have to learn. Often, we don't have very many resources, so we also need to be creative and be able to **think outside the box**.

I'm a **risk taker**, so starting my own business wasn't difficult for me. I've always been very **motivated** and **ambitious**. I start work at 4.30a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money.

B Match the words and phrases in bold above with the definitions 1–9.

- 1 work with a lot of effort _____
- 2 have problems making a decision _____
- 3 think differently or in a new way _____
- 4 want to be more successful than others _____
- 5 want to be successful or powerful _____
- 6 want to achieve something _____
- 7 person who does things which are dangerous _____
- 8 person who has the qualities to manage a group of people _____
- 9 person who can express ideas or feelings clearly to others _____

C Which qualities do you think you have? Work in pairs and compare your answers.

▶▶▶ page 151 **VOCABULARYBANK**

READING

2A Read statements 1–6 about millionaires. Do you think they are true (T) or false (F)?

- 1 Most millionaires are born rich.
- 2 Millionaires think that money is more important than love or marriage.
- 3 They work more than sixty hours a week.
- 4 They don't like to work when they're on holiday.
- 5 They do well at school and usually go to university.
- 6 They like spending money on designer goods.

B Read the article and check your answers.

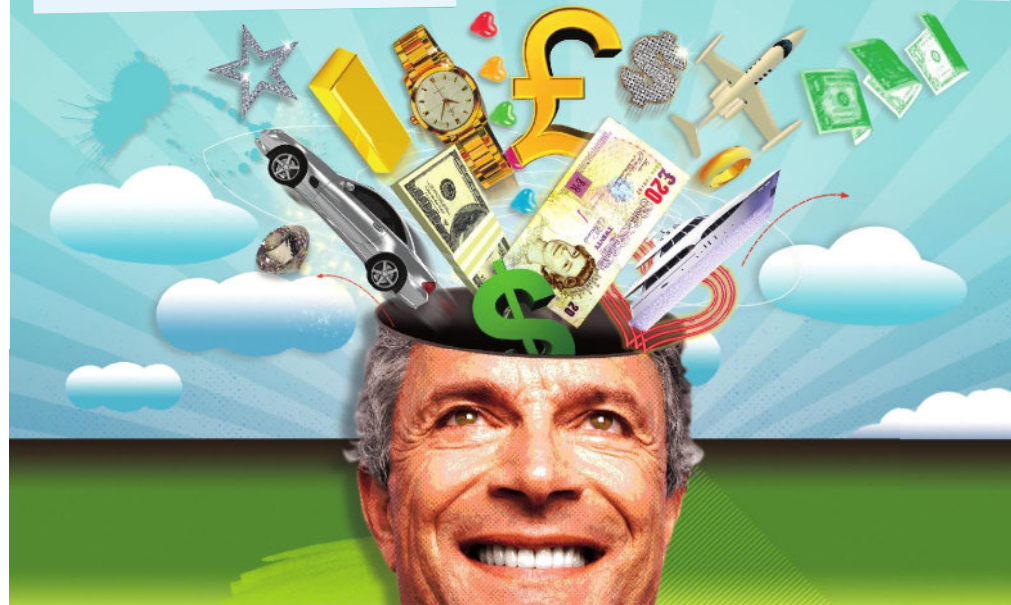
Have you got what it takes?

1 So you want to be a millionaire, but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey. Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

You don't have to be born rich to be a millionaire.

2 The answer, not surprisingly, is money, money and more money. Money is more important than love or marriage. And if you give a millionaire money, they won't spend it, they'll invest it to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don't have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn't get good results. However, you must have a clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionaires left school early, to start their own businesses.

- 3 If you want to be a millionaire, not only do you have to work hard, but you should enjoy your work. And you shouldn't take too many holidays. Most millionaires work more than sixty hours a week. Half stay in contact with the office while they're on holiday and 14 percent of them refuse to switch off. Having a good work-life balance is fine for people who only want to be moderately successful, but if you're really ambitious, you have to put in the hours.
- 4 What are millionaires like as people? The survey found that they are competitive, they like taking risks, and they are aggressive and self-confident. They'll do anything they can to get what they want.
- 5 Millionaires can break all sorts of rules. The only thing they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They prefer Gap to Gucci. Many of them choose not to spend money on expensive designer clothes – they would rather find a bargain on the high street. And they don't spend lots of money on expensive meals in restaurants either. They prefer to eat at home. However, they do like to drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire, you shouldn't worry about what other people think of you. Just do your own thing.



3 Underline words or phrases in the article that match meanings 1–6.

- 1 their family didn't have much money (paragraph 2)
- 2 they never stop thinking about work (paragraph 3)
- 3 having enough time for work and for the things you enjoy (paragraph 3)
- 4 work long hours (paragraph 3)
- 5 find something for a good price (paragraph 5)
- 6 do what you want without worrying about what other people think (paragraph 5)

4A Work in pairs. Take turns to say things which millionaires do and don't do. Find as many points as possible.

Millionaires think a lot about money. Most millionaires ...

B Think of millionaires you have heard of. Do you agree with what the article says?

GRAMMAR *must/have to/should* (obligation)

5 Match the words in bold in sentences 1–6 with the meanings a)–e). One meaning matches with two sentences.

- 1 You **don't have to** be born rich to be a millionaire.
 - 2 If you want to be a millionaire, you **have to** work hard.
 - 3 You **must** have a clear idea of what you want to do.
 - 4 You **should** enjoy your work.
 - 5 You **shouldn't** take too many holidays.
 - 6 You **mustn't** worry about what other people think of you.
- a) It's a good idea.
 b) It's not necessary. You don't need to be/do this.
 c) It's necessary. You have no choice.
 d) It's important that you don't do this.
 e) It's not a good idea.

▶▶▶ page 134 **LANGUAGEBANK**

PRACTICE

6A Make sentences with the prompts. Use the positive or negative form of the word in brackets.

- 1 postmen / get up early in the morning (have)
Postmen have to get up early in the morning.
- 2 window cleaners / be afraid of heights (must)
- 3 nurses / be patient and care about other people (should)
- 4 businessmen often / travel a lot (have)
- 5 politicians / do their job because they want fame (should)
- 6 teachers / enjoy working with children (must)
- 7 doctors / train for several years before they can work (have)
- 8 teachers / work in the school during the holidays (have)
- 9 police officers / good communicators (have)

▶▶▶ page 151 **VOCABULARYBANK**

B Think about three different jobs. Make sentences to describe what qualities are/aren't important for these jobs. Compare your ideas with a partner.

Teachers have to be motivated. They should be good communicators, but they don't have to be competitive.

Have you got what it takes to be a millionaire?

Can you work your way to success? Try our survey to find out.

1 When your boss goes on holiday, do you:

- come in later and leave earlier?
- work as normal?
- work harder – you want to impress your boss's boss?

2 You see your dream job advertised. Unfortunately, it asks for five specific skills and you've only got two. Do you:

- resolve to get at least two more of the skills in the near future, so you can apply next time?
- apply for the job anyway, focusing on the skills you've got and ignoring the ones you haven't?
- not apply – what's the point of being rejected again?

3 You have gone to a meeting across town, but your client is keeping you waiting. Do you:

- get angry – why should you wait for anyone?
- use the time to phone a friend?
- use the time to make work-related calls?

4 If you don't like a job, do you:

- leave – nobody should have to work all the time?
- leave as soon as you've got a better job, or have the finance to start your own business?
- do nothing – all jobs are miserable?

5 You are helping a friend out in their clothes shop. The store closes at 6p.m. At 5.55p.m. a woman rushes in saying she is looking for a dress to wear for a party. Do you:

- tell her you are closing and shut up shop?
- tell her you've got nothing in her size?
- tell her you've got some in stock and show her?

SPEAKING

7A Work in pairs. Do the survey above. Then check your score on page 159.

B Discuss. Do you agree with what the survey says about your score? Why/Why not? Do you know anyone who would make a good entrepreneur? Why?

VOCABULARY PLUS confusing words

8 Read the vocabulary notes and complete sentences 1 and 2.

job · work

Work is what you do to earn money:
What kind of work does he do?

A **job** is the particular type of work that you do:
Sam's got a job as a waiter.

Job can be plural, but **work** cannot.

- I've finished my degree, so I'm looking for a _____.
- It's not easy to find _____ when you're my age.

9A Underline the correct alternative in the sentences below. What is the difference between these words?

- He suddenly *remembered/reminded* that he had to go to the bank.
- Can you *remember/remind* me to call him later?
- I've *forgotten/left* my keys in the car.
- Did you *hear/listen* that noise?
- Can you say that again? I'm sorry, I wasn't *listening/hearing*.
- Being ill on holiday isn't much *fun/funny*.

B Turn to page 159 to check your answers.

speakout TIP

To help you remember confusing words and vocabulary, write them in personalised sentences in your notebook. Write sentences about your life using some of the words from Exercise 9.

10A Complete questions 1–6 with a suitable word from Exercises 8 and 9.

- What are the best paid _____ in your country?
- Is there anything you often _____, like phone numbers, or someone's name?
- If you _____ carefully, what noises can you hear at the moment?
- Do you write notes to _____ yourself about important things?
- How much did you _____ for your first job? What did you buy?
- What do you like doing for _____? Do you like playing games?

B Work in pairs. Take turns to ask and answer the questions above.

▶▶▶ page 151 VOCABULARY BANK

DREAM JOB

▶ GRAMMAR | used to, would

▶ VOCABULARY | strong adjectives

▶ HOW TO | talk about past habits

1 Work in pairs. Look at the photos and answer the questions.

- What are these jobs? Would you like to do them? Why/Why not?
- What is your idea of a dream job?

2A ▶▶▶ 4.1 Listen to people talking about their dream jobs. Match the speaker to the photos opposite.

B What problem does each speaker talk about?

C Listen again and answer questions 1–10. Write Angie (A), Pauline (P) or Monty (M).

- Who works very long hours? *A*
- Who got bored of eating restaurant food?
- Who gave up their dream job?
- Who travels a lot for their job?
- Who sometimes works seven days a week?
- Who thought their job looked exciting?
- Who is interested in the science of what they do?
- Who previously worked in a bank?
- Who has always loved fashion?
- Who had put on a lot of weight?

VOCABULARY strong adjectives

3 Read audio script 4.1 on page 168 and find the strong adjectives in bold. Match them to the gradable adjectives below.

- | | |
|-------------------------------------|-----------------------|
| 1 good: wonderful, _____, brilliant | 7 cold: _____ |
| 2 bad: awful, _____ | 8 tasty: _____ |
| 3 big: enormous | 9 angry: _____ |
| 4 small: tiny | 10 interesting: _____ |
| 5 tired: _____ | 11 pretty: _____ |
| 6 hot: boiling | 12 difficult: _____ |

4A Complete conversations 1–6.

- A: The food here's very tasty.
B: Yes, it's _____.
- A: It's really hot outside today.
B: I know. It's absolutely _____.
- A: Was your girlfriend angry?
B: Yes, she was really _____.
- A: The view of the lake is really pretty.
B: Yes, it's _____, isn't it?
- A: Do you find the job interesting?
B: I think it's absolutely _____.
- A: It's difficult to understand what he's saying.
B: I know. It's _____.

B ▶▶▶ 4.2 Listen and mark the stress on the strong adjectives. Notice how speaker B emphasises the stressed syllable in their intonation.

C Listen again and shadow speaker B's response.



A Pauline



B Monty



C Angie

GRAMMAR *used to, would*

5A Read the texts. What did the children dream of doing? Have they achieved their dreams?

Childhood dreams

When I was young, I spent afternoons imagining that I had my own rocket ship. I would invite my cousins and my friends to join my crew, and we would lie on our backs inside a very large cardboard box and go through a countdown, blast off into space, spend the whole day exploring other planets, and be back in time for dinner. So that was sort of the beginning – my earliest memories of being fascinated by space.

Chang Diaz, rocket scientist

We used to live in France, and as a child, I always used to collect small insects that I found in the fields near my house. One day I found a butterfly. It couldn't fly, so I put it in a jar and looked after it.

The next morning, when I opened the jar, the butterfly opened its wings and flew away. That was when I realised what I wanted to do with my life.

Lowri Davies, veterinary surgeon

B Look at the underlined words in sentences a)–d) and match them with rules 1–3.

- I would invite my cousins and my friends to join my crew.
- We used to live in France.
- I always used to collect small insects.
- One day I found a butterfly.

Rules:

- Use the past simple, not *used to* or *would*, to talk about specific events in the past. _____
- Use *used to* or *would* to talk about a past habit. You can also use the past simple. _____ and _____
- Use *used to* to talk about a past state. You cannot use *would* to talk about a past state. _____

PRACTICE

6A Complete the texts. Where possible, use *would*. Where neither *used to* or *would* are possible, use the past simple.

It's every young girl's dream to be an actress when she grows up. I ¹ _____ (love) watching beautiful actresses on television. I was so sure that was what I wanted to do that I ² _____ (practise) my Oscar speech in front of the mirror in the bathroom. I ³ _____ (use) a shampoo bottle instead of a microphone, and I ⁴ _____ (thank) all my family and friends, even my three cats, for helping me!

My family ⁵ _____ (live) in Sheffield, just near the football stadium, so as a child, I ⁶ _____ (go) to football matches most weekends. I remember the first match I went to, my granddad ⁷ _____ (take) me. I was very young, and I had never seen so many people in one place at one time. It was quite frightening, and I don't think I ⁸ _____ (watch) the game very much. But I remember that we won, and the crowd went crazy. After that, every week I ⁹ _____ (ask) Granddad if he had tickets, and usually he did.

B 4.3 Listen and repeat. Notice the pronunciation of *used to* /ju:stə/. Practise saying the sentences.

- I used to play football when I was a kid.
- I used to practise every day.
- We used to live in London.
- I didn't use to like classical music.
- My father used to take me fishing.
- I used to ski, but now I snowboard.
- We used to go to the cinema a lot.

C Did you use to do any of the things mentioned above? Tell your partner.

SPEAKING

7 Work in pairs and discuss.

- What were your childhood dreams? Have you achieved them?
- Did you have any interests or hobbies in the past which relate to your life (job/studies) now? What were they?
- How have your ideas, opinions, hobbies, etc., changed? Are there any things that you used to do, which you don't do now? Why did you stop? Would you do these things again?

As a child, I always used to dream about being an artist ...

Wanted: Paradise Island Caretaker

We are looking for someone to work on a tropical island off the Queensland coast. No formal qualifications are needed, but candidates must be willing to swim, snorkel, dive and sail.

- The successful applicant will receive a salary of A\$150,000 (\$103,000, £70,000) for six months and get to live rent-free in a three-bedroom villa, complete with pool.
- The new recruit will work for just twelve hours a month. Duties include feeding some of the hundreds of species of fish and collecting the island's mail.
- They will also need to prepare a blog, a photo diary and video updates to attract tourists to the area.



WRITING a covering letter

8 Read the advertisement and answer the questions.

- What kind of person would be good at this job?
- Would you like to do this job? Why/Why not?

9A Read the covering letter. Do you think this person would be good for the job? Why/Why not?

¹Dear Richard Smith,

²I'm writing to you regarding your advertisement for a caretaker on Paradise Island which I saw on www.findajob.com. I would like to submit an application for the post. Please find my C.V attached.

As an experienced photo journalist who has spent the last five years travelling around the world, I believe that I meet all the requirements you outline in your advertisement.

³Good communicator with broad IT skills: I've published newspaper and magazine articles, given TV and radio interviews and kept a journal and video weblog on my website with up-to-date photos and stories of my travels.

• Interest in nature and conservation: During a six-month stay in Bermuda, I worked for a dolphin conservation programme, where I had hands-on experience of teaching visitors about these amazing animals and why we need to protect them.

• Proven ability in project management: Before travelling the world, I worked for a small company, organising community projects.

⁴If you require any further information, or would like to arrange an interview, please call me on 077895367289 or email me at aljsj@yahoo.com. I look forward to hearing from you at your earliest convenience.

⁵Yours sincerely,

Alison Jessop

B Is the wording of the letter formal or informal? Find examples of expressions which tell you this.

C Underline phrases in the letter which match meanings 1–6.

- about (paragraph 2)
- I want to apply for the job (paragraph 2)
- I think I would be good for the job. (paragraph 2)
- practical experience of doing the job (paragraph 3)
- I have shown that I am able to do this. (paragraph 3)
- as soon as you have the opportunity (paragraph 4)

D Underline any other useful phrases.

LEARN TO organise your ideas

10 Match the parts of the letter 1–5 with notes a)–e).

Preparing a covering letter

- What qualities are they looking for? Write three to four points that show you have these qualities. Use the same words as they use in the advertisement.
- Address your letter to an individual. Only use 'Dear Sir/Madam' when you can't find out the recipient's name.
- Finish with a call to action. What is going to happen next? Are you going to call them or should they call you?
- Explain why you are contacting them. What is the job? Where have you seen it?
- Use 'Yours sincerely' if you know their name or 'Yours faithfully' if you don't.

11 Look at the job advertisements on page 163 and write a covering letter for one of the jobs. Use the sample letter and useful phrases to help you.

▶ **FUNCTION** | reaching agreement ▶ **VOCABULARY** | business ▶ **LEARN TO** | manage a conversation

VOCABULARY business

1A Read the review below. What do you think the programme *The Apprentice* is about?

The Apprentice

'This is a job interview from hell. First prize, you get to work for me. Second prize – doesn't exist.' This is how Lord Alan Sugar greets the contestants who have come to join him for the latest series of *The Apprentice* (broadcast on the BBC).

Fifteen young businessmen and women from around the UK have come to London to compete for a job which could earn them a six-figure salary, working for the UK's most difficult boss. Lord Alan Sugar is a successful businessman who owns a vast business empire, and he's looking for an apprentice to work for him and learn business skills. But Lord Sugar is not easy to please. To get their dream job the contestants need to work as a team, but also show that they have individual talent, because in the end there is only one job.

During the competition, the contestants live together in a luxury house. Each week, Lord Sugar sets the teams a task. They have to work as a team to complete the task and earn as much money as possible. The team which wins gets a luxury treat, paid for by Lord Sugar. The team which loses has to go back to Lord Sugar and explain what happened. And each week one of the contestants gets fired.



B Complete the questions with words from the box.

fired salary boss compete businessmen
interview team

- Do you know any successful _____?
- When was the last time you and your friends worked as a _____?
- Have you ever worked for a difficult _____?
- When did you last go for a job _____?
- Have you ever had to _____ for a job?
- Which jobs earn a six-figure _____?
- What kinds of things does someone have to do to get _____ from their job?

C Work in pairs. Would you apply to be on a programme like this? Why/Why not? Take turns to ask and answer the questions above.



FUNCTION reaching agreement

2A ▶ 4.4 Listen to a team having a meeting to decide how to complete the task below. Underline the options they decide on.

Set up a catering company

Your team must start a business that organises and prepares food for customers, either for their businesses, or for events they organise.

Name: Food4events / Italy on the move / Buon Appetito

Company based: in central London / outside central London

Type of catering: company catering / events catering

Speciality Food: British / Mediterranean (Italian) / Indian

B Listen again and tick the option you hear.

- The way I see things, ... ✓
 - The way I see it, ...
- That's a good idea.
 - That's a good point.
- I suggest we think about ...
 - I think we should think about ...
- That's fine by me.
 - That's OK by me.
- I'm not sure that I agree, actually.
 - I'm not sure that ... is a good idea.
- How about if we (call it) ... ?
 - Why don't we (call it) ... ?

3 Add the phrases from Exercise 2B to the table below.

Giving opinions
I (really) feel that ...
Commenting on other opinions
I (don't) see what you mean. Exactly!
Suggestions
What about ...? I suggest we focus on ...

▶▶▶ page 134 **LANGUAGEBANK**

4A Put the words in the correct order to make sentences and questions.

- decide / I / on / name / we / think / a / should
- good / a / that's / point
- you / see / mean / what / I
- suggest / products / the / on / I / focus / we
- fine / that's / me / by
- sure / I'm / that / agree / not / I
- we / about / don't / it / Why / think / ?
- business / a / the / about / what / for / name / ?

B ▶ 4.5 Listen to the phrases. Which words are stressed? Listen again and repeat.

LEARN TO manage a discussion

5A Complete the underlined phrases for managing a discussion.

- First of _____, we need to decide what food we want to sell.
- Let's _____ on the issue of a theme for our food, you know like Indian, or Mediterranean ...
- OK. So, moving on to the next _____, where do we work from?
- OK, so _____ recap: the company is called Food4events and we sell at parties, events, weddings, etc. We're based outside London. Erm ... What else do we need to think about?
- I think we need to come _____ to the kind of food we want to sell. I really feel that we need to specialise, so perhaps we could be Italian.
- So, let's _____ up what we've decided.

B ▶ 4.6 Listen and check your answers.

6 Find and correct the mistakes. One word in each line is incorrect.

- A: First of it, we need to decide what we want to cook.
B: That's a good issue. How many people are coming to the party?
- A: OK. So, let's focus with cooking something really simple.
B: Yes, that's OK on me.
- A: So, moving up to the next point. Who's going to bring what?
B: I think we need to come back for what kind of food we want.
- A: So, let's review. We're cooking pasta and people are bringing salads.
B: OK, let's sum for what we've decided so far.

SPEAKING

7A Read the task and write down some ideas.

Set up a company to promote tourism

You are going to set up a tour company to promote tourism in your town/city/country. You need to decide the following:

- the name and location of the company
- what type of tours you will organise (themed tours/language tours/sports tours, etc.) and where they will go
- how you will promote tourism
- how the company will be different from other tour companies

B Work in groups. Read your roles and come up with a plan for the business. You have five minutes.

Student A: It's your job to keep the meeting focused. Try to cover all the points.

Student B: Make sure you make notes about any decisions which are made. You will be the group's spokesperson and will have to sum up at the end of the meeting.

Student C: Try to come up with as many ideas as possible.

C When you are ready, start the discussion like this.

A: *Shall we start? First of all, ...*

D Tell the other groups about your business plan. Which group do you think has the best plan?

DVD PREVIEW

1A Match DVD extracts 1–7 to the correct responses a)–g).

- 1 Mr Davies, good to see you again. *b)*
 - 2 Did you get your welcome pack?
 - 3 In the event of a fire, my motto is ...
 - 4 Ready when you are.
 - 5 Now here's somebody you've not met yet.
 - 6 Parcel for you.
- a) It's from my wife.
 - b) Please, call me Huw. **1**
 - c) Hi. Nice to meet you.
 - d) Yeah, I think so.
 - e) Run for your life?
 - f) Right, let's show you around.

B What type of situation do you think the DVD clip shows? Read about the programme below to find out.

BBC Gavin and Stacey

Gavin and Stacey is a BBC programme about a young couple. Gavin comes from Essex, near London, and Stacey comes from Cardiff, Wales. After a long-distance relationship conducted online and by telephone, they eventually get married and Gavin moves to Wales. In this episode, Gavin starts a new job. On his first day, his family want him to do well and be happy at work.



2 Work in pairs and answer the questions.

- 1 What type of things do you think Gavin needs to learn on his first day at work?
- 2 Who will he need to meet and what advice will they give?

DVD VIEW

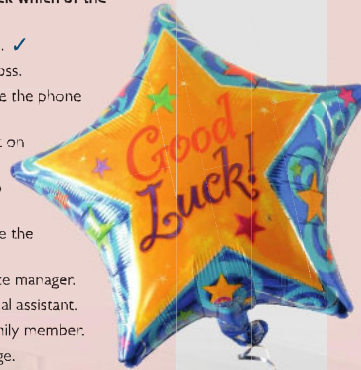
3 Watch the DVD. Tick which of the things below happen.

- 1 He goes to his office.
- 2 He meets his new boss.
- 3 He learns how to use the phone in his office.
- 4 He speaks to a client on the phone.
- 5 He finds out what to do if there is a fire.
- 6 He learns how to use the company's website.
- 7 He meets the website manager.
- 8 He meets his personal assistant.
- 9 He is visited by a family member.
- 10 He receives a package.

4A Answer the questions.

- 1 Why is Gavin's wife, Stacey, worried?
- 2 What does Huw, the boss, give Gavin?
- 3 Why does Gavin feel embarrassed in front of Huw?
- 4 What does Owain, the website manager, invite Gavin to do?
- 5 What does Uncle Bryn bring for Gavin?
- 6 Who sends Gavin a message in a box? What does it say?

B Watch the DVD again to check.



speakout a day in the life ...

5A ▶ 4.7 Listen to someone describing a typical day in her life. Do you think she likes her job?

B Read the key phrases below. Complete each phrase by adding one word.

keyphrases

- I wake up _____ (about) 6.30.
 I leave home by 7.20 at the _____.
 The first _____ I do is check my mail.
 I check everything is _____ for the children.
 We try to do this at least _____ a day.
 I make _____ for the next day.
 I'm usually home _____ 5.00.

C Listen again to check. Then tick the key phrases you hear.

D Prepare to tell other students about a normal day in your life. Write notes about:

- hours of work/studying
- tasks you have to do
- people you spend your day with
- problems and challenges
- how you relax
- the best parts of your day

E Tell other students about your typical day. What do you have in common?

writeback your daily routine

6A Read an entry from normallives.com, a website that publishes descriptions of people's daily routines. Is Frank's routine similar to yours? How is it different?

I work as a gym instructor in a sports centre. I **get up at** 5.00a.m. every morning and make a cup of coffee. I can't function until I've had my coffee! I drive to work – it takes about fifteen minutes on a good day – **usually getting there at about 5.40**. **The first thing I do is** switch on the lights and the air conditioning if it's summer (heating if it's winter), and then the radio. We have the radio on all day because our clients like listening to the news and the music. The sports centre opens at 6.00a.m.

I work in a team of four, although only two of us are ever in the gym at the same time. The instructors all wear sports clothes. **It's important to be** comfortable because we sometimes need to show new clients how to use the machines. Apart from this, **our other tasks are** quite simple: we check that everyone has their membership card when they come in, and we check that the machines are clean and safe.

I have a one-hour break for lunch, and I usually do two more hours after lunch. I **go home at about 2.30**.

The best part of the job is meeting people. Our clients range from eighteen-year-old body builders to eighty-year-olds who come to exercise and chat. I've never had any problems at the sports centre. It's a really nice job, though it doesn't pay very well. In the evenings I **relax by** reading a book and cooking for myself, and I'm usually in bed by 9.30p.m.

Frank Carduna

B Write about your daily routine using the sentence starters in bold above and the key phrases to help.

4.5 << LOOKBACK

PERSONAL QUALITIES

1 Work in pairs. Take turns to define a word and guess the meaning. Student A: describe a word/phrase from the box in your own words, starting with 'I am/like/enjoy, etc.'. Don't say the word/phrase. Student B: listen and try to guess the word or phrase.

hard-working indecisive
a risk taker a good leader
ambitious competitive
think outside the box
a good communicator

A: I enjoy working and want to succeed in what I do.

B: You're motivated?

A: Correct. Your turn to describe a word.

MUST/HAVE TO/SHOULD (OBLIGATION)

2A Underline the correct alternative to complete the sentences.

- 1 I have to/mustn't call my mother today. It's her birthday.
- 2 I really must/mustn't do more exercise. I'm so unfit.
- 3 I'm lucky because I don't have to/shouldn't get up early in the morning. I'm a student.
- 4 I think you should/shouldn't study harder. Your exam results weren't very good.
- 5 You mustn't/should be afraid of taking risks, or you will never live your dreams.
- 6 I shouldn't/don't have to waste so much time on the computer. I'll never finish my work.

B Complete the sentences so that they are true for you.

- 1 I have to ... this evening.
- 2 I really must do more ...
- 3 I'm lucky because I don't have to ...
- 4 I think you should ... because ...
- 5 You mustn't worry about ...
- 6 I shouldn't waste so much time ...

C Compare your ideas in pairs.

STRONG ADJECTIVES

3A Replace the underlined words in the sentences below with strong adjectives in the box.

brilliant fascinating awful
exhausted tiny boiling
impossible delicious furious

- 1 I'm very tired. I didn't sleep well.
- 2 Shall we open a window? It's very hot in here.
- 3 My boss just called. He's very angry.
- 4 I find phrasal verbs very difficult to remember.
- 5 The holiday was very good, but the weather was very bad.
- 6 How can you work in this office? It's very small.
- 7 I find astronomy very interesting.
- 8 Did you cook this? It's very tasty.

B Work in pairs and take turns to test each other.

A: Very big.

B: Enormous.

A: Correct. Your turn.

USED TO, WOULD

4A Replace the past simple with *used to* or *would* where possible. Where both are possible, choose *would*.

- 1 My family lived in Paris, but we moved when I was a teenager.
- 2 I spent a lot of time with my grandparents when I was younger.
- 3 For my first job, I washed dishes in a restaurant.
- 4 I didn't think money was important. Now I have lots of bills to pay.
- 5 We had a lot more free time before we had children.
- 6 My best friend at school lived just across the road from me.

B Change four of the sentences so that they are true for you.

C Compare with a partner. Find three things that you both used to do as children, that you don't do now.

REACHING AGREEMENT

5A Complete the conversations.

- 1 A: The way I s_____ things all cars should be banned from city centres.
B: E_____.
- 2 A: I really f_____ that we need to look at immigration.
B: That's a good p_____.
- 3 A: The w_____ I see it, the company is making too much money.
B: I don't see what you m_____.
- 4 A: I th_____ we should ask for more money.
B: I'm not s_____ I agree, actually.
- 5 A: I s_____ we try to meet again next week.
B: T_____ fine by me.

B Work in pairs and practise the conversations.

6 Work in groups. Look at the questions below and discuss. Try to reach agreement on each answer.

¹ Should there be a limit to the number of hours people can work in one week?

² Should there be a minimum wage? What should it be?

³ How long should men/women be allowed to stay off work after they have children?

⁴ Should everyone be allowed to work from home at least once a week?

⁵ Should employees be allowed to wear to work whatever clothes they want?

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