



1 Working life

BACKGROUND

1 You are going to watch a TED Talk by Mark Bezos called *A life lesson from a volunteer firefighter*. Read the text about the speaker and the talk. Then work in pairs and answer the questions.

- 1 What job did Mark Bezos have before and what jobs does he have now?
- 2 How do people in the USA feel about firefighters?
- 3 What motivates Mark Bezos?

TED TALKS

MARK BEZOS worked in advertising for many years and now works for a charity organization, Robin Hood, which fights poverty in New York City. He is also a volunteer firefighter in Westchester County, New York, where he lives. Firefighting is a highly respected job in the USA. Mark Bezos is continuously amazed and motivated by the acts of heroism – big and small – that he sees every day.

Mark Bezos's idea worth spreading is that every act of generosity matters – even the small ones.





Reconstruction work,
Hassan II Mosque,
Casablanca

KEY WORDS

2 Read the sentences (1–7). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–g).


- 1** Firefighting is his **vocation**. He wanted to be a firefighter from the age of twelve.
- 2** He was **jealous** of his colleague's new office.
- 3** She's the **homeowner** – it's her house and she's lived there for twenty years.
- 4** Poor people can get meals from a local **soup kitchen**.
- 5** In my job as a firefighter, I am **witness** to a lot of accidents.
- 6** When the firefighters arrived, the kitchen was **in flames**.
- 7** My mother is a retired doctor, but she still works as a **volunteer** in an old people's hospital.

- a** someone who does a job for no pay
- b** on fire
- c** a person who owns a house or flat
- d** a job or career that you feel fits your aims in life
- e** feel negatively about someone who has something you want
- f** someone who sees an event
- g** a place where free food is served to people in need


AUTHENTIC LISTENING SKILLS **Dealing with new vocabulary**

When you listen to authentic speech, you will hear many new vocabulary items. Don't try to understand every word.

- Listen for words that are stressed.
- Listen for words that the speaker repeats.
- Stay relaxed and keep listening.

3a  **1** Look at the Authentic listening skills box. Listen to three sentences from the TED Talk. Underline the words that are repeated and circle the words that are stressed.

- 1** Back in New York, I am the head of development for a non-profit called Robin Hood.
- 2** When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire company.
- 3** Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.

3b  **2** Read sentence 4. Which words will be stressed? Which words are repeated? Then listen and check.

- 4** I am witness to acts of generosity and kindness on a monumental scale ... but I'm also witness to acts of grace and courage on an individual basis.



1.1 A life lesson from a volunteer firefighter

TED TALKS

- 1** ▶ **1.1** Mark Bezos tells a story about a time he went to help at a fire. Watch the TED Talk. Choose the lesson (a–c) that you think Mark Bezos wants us to learn.
- We should always help our friends and family first.
 - Small acts of kindness are as important as big ones.
 - First be successful in your job and then go out and help others.
- 2** Work in pairs. What example did Mark Bezos give to illustrate this lesson? Discuss with your partner.
- 3** ▶ **1.1** Watch the first part (0.00–1.06) of the talk again. Choose the correct option to make true sentences.
- Mark Bezos is a *professional* / *volunteer* firefighter in his town.
 - At his first fire he was the *first* / *second* volunteer to arrive.
 - When Mark Bezos found the captain, he was speaking to *another volunteer* / *the homeowner*.
 - It was the middle of the *day* / *night* and it was raining.

- 4** ▶ **1.1** Read the sentences. Then watch the second part (1.06–2.46) of the talk again. Complete the sentences with one word per space.
- The captain asked the other volunteer to rescue a _____ from inside the house.
 - Mark Bezos felt _____ that the other volunteer could tell people he saved a living animal.
 - The captain asked Mark Bezos to go into the house and _____ back some shoes.
 - He carried the shoes back downstairs and gave them to the _____.
 - A few weeks later, the homeowner sent a letter thanking the fire department, in particular for saving her _____.
- 5** ▶ **1.1** Watch the third part (2.46 to the end) of the talk again. Answer the questions.
- What has Mark Bezos learned about the acts of kindness and generosity that he sees?
 - Mark Bezos's two-word message for his audience is 'Don't _____.' What does he mean by this?
 - What is one example of the kind of help we can give to others?
- 6** Work in pairs. Discuss other ways that people can help their communities. What could *you* do?

VOCABULARY IN CONTEXT

- 7** ▶ **1.2** Watch the clips from the TED Talk. Choose the correct meaning of the words.
- 8** Work in pairs. Complete the sentences in your own words.
- There's a pretty good chance that next year I will ...
 - I'm pretty much done ... (-ing) ...
 - The three things that matter most to me are ...

CRITICAL THINKING How a message is delivered

- 9** Work in pairs. Read the conclusion or 'message' of Mark Bezos's talk. How did he get this message across? Choose the best answer (a–c).
- 'Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now.'
- with different examples
 - with visuals / pictures
 - with a simple story

- 10** Read this comment* about the TED Talk. Then discuss the questions.
- What does the viewer like about the way Mark Bezos delivered his message?
 - Do you agree with her?

Viewers' comments

R Rachel – I like this talk – a short, everyday story with a simple lesson. It was a small gift from Mark Bezos which could make a big difference in many people's lives.



*The comment was created for this activity.

PRESENTATION SKILLS Being authentic

- 11** Work in pairs. What kind of person do you think an audience most likes to see giving a presentation: a confident person, a knowledgeable person, a funny person, a sincere person? Of these qualities, which is most appealing to you, and why?
- 12** Look at the Presentation tips box. What kind of person does it suggest people like to listen to?

TIPS

When you give a talk, it's important to be yourself and for your personality to come through. Follow these steps:

- Write your talk yourself. Use words and expressions that you would normally use so that your words convey your personality.
- Speak from the heart. Talk about things that you know about and believe in.
- Don't worry if you are nervous. An audience sometimes warms more to someone who is nervous than someone who is full of confidence. They want you to succeed.
- Relax your body. Try to move and gesture as you normally do.

- 13** ▶ **1.3** Watch the clip from the TED Talk. Then answer the questions.
- Does the audience 'warm' to Mark Bezos? How can you tell?
 - Which points (1–4) from the Presentation tips box do you think Mark Bezos follows in his talk?
- 14** You are going to give a two-minute mini-presentation. Make some brief notes to present what you do for a living or what you are studying. Explain some surprising things about your job or studies – what people may not know about it – and/or the aspects of your job or studies that you like or dislike.
- 15** Work in pairs. Give your presentation. Use the advice from the Presentation tips box and be yourself!

1.2 What makes a good job?

WHAT DO OCCUPATIONAL THERAPISTS DO?

- 1 **ASSIST** people with injuries or disabilities
- 2 **HELP** people to recover
- 3 **TRAIN** people to do everyday tasks again



WHERE DO OCCUPATIONAL THERAPISTS WORK?

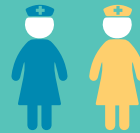


At the patient's home



At the therapist's clinic/hospital

OCCUPATIONAL THERAPY IN NUMBERS



Number of occupational therapists in the UK 2015

35,902

Salary

£21,388–£40,000



Training time


3 YEARS

Average time in patients' homes

50%



GRAMMAR Present simple

- 1 Work in pairs. What makes a good job? Put the points (a–g) in order of importance for you. Then discuss your priorities.
 - a a good salary
 - b respect of others in society
 - c job security
 - d a low level of stress
 - e a high level of training
 - f the satisfaction of helping other people
 - g a mental or physical challenge
- 2 Look at the infographic. What do you think an occupational therapist helps patients to do? Give examples. Which of the points (a–g) in Exercise 1 do you think are true for this job?
- 3  3 Listen to an occupational therapist talking about her job. Answer the questions.
 - 1 What is the satisfying part of the job?
 - 2 What is the more routine part of the job?
 - 3 Do you like the sound of the job? Why? / Why not?

- 4 Read the sentences (1–6) in the Grammar box. Answer the questions (a–d).

PRESENT SIMPLE

- 1 I **work** as an occupational therapist.
- 2 The patient **comes** to your clinic.
- 3 What **do** you **do** exactly?
- 4 **Does** that **give** you a lot of satisfaction?
- 5 I **don't spend** all my time with patients.
- 6 **Who comes** to see you at the clinic?

- a Do the verbs in bold describe a permanent or a temporary situation?
- b When does an affirmative verb have a final -s?
- c What is the auxiliary (not main) verb in questions and negative sentences?
- d What is the difference between question 3 and question 6?

Check your answers on page 140 and do Exercises 1–2.

5 Complete the sentences using the correct form of the present simple.

- 1 What jobs _____ (occupational therapists / help) people with?
- 2 A: How long _____ (they / spend) with each patient?
B: Well, _____ (it / depend) on the patient.
- 3 How many patients _____ (a therapist / see) each day?
- 4 How far _____ (you / have) to travel each day?
- 5 How much _____ (an occupational therapist / earn)?
- 6 A: Which _____ (person / help) people with physical injuries: a physiotherapist or an occupational therapist?
B: They both _____. But a physiotherapist _____ (not / help) you to do specific jobs.

GRAMMAR Expressions of frequency

6 Read the sentences in the Grammar box. Answer the questions (1–3).

EXPRESSIONS OF FREQUENCY

Adverbs of frequency

I **usually** advise them about equipment.
People in these situations **often** have no confidence.
I **always** try to make them feel more confident.
They are **always** really grateful.
I **rarely** get home before 6.30 in the evening.

Adverbial phrases

Most days I visit people in their homes.
I write reports and attend meetings **every day**.


- 1 Where do adverbs of frequency (*usually, often, etc.*) go in relation to the main verb?
- 2 Where do adverbs of frequency go in relation to the verb *be*?
- 3 Where do adverbial phrases (*most days, every day, in the evening*) go in the sentence?

Check your answers on page 140 and do Exercises 3–5.

7 Put the words in the correct order to make sentences.

- 1 by 8.00 in the morning / 'm / usually / I / at work
- 2 rarely / my boss / checks / my work
- 3 sometimes / he / on the train / works
- 4 always / my emails / before I send them / check / I
- 5 don't / people in my country / late / work / usually
- 6 on Fridays / wear / casual clothes / people / often
- 7 tidy / once a month / I / my desk
- 8 home with me / never / I / take / in the evenings / work

Pronunciation Sentence stress

8a  4 Listen and check your answers to Exercise 7. Are the expressions of frequency stressed or not?

8b Work in pairs. Practise saying the sentences from Exercise 7 with the correct stress.

9 Look at your answers to Exercise 7 again. Change the expression of frequency and other words if necessary so that the sentences are true for you. Use these expressions of frequency to help you.

always	every day	most days	often
once a week	rarely	sometimes	
three times a year	twice a month	usually	

10 Work in pairs. Discuss your day. Ask and answer the questions. Use expressions of frequency.

- When do you leave for work / college and get home?
- What regular activities do you find rewarding / fun / boring / stressful?
- Who do you talk to when you are at work / college?
- How often do you socialize with work colleagues / fellow students?

I leave the house at 7.00 a.m. and I don't usually get home before 7.00 p.m.

SPEAKING Best and worst jobs

11 **21st CENTURY OUTCOMES**

Work in groups. Look at the list of best and worst jobs. Discuss the questions.

- 1 Explain to each other what each person does.
- 2 Say why you think this is a good or a bad job.

A: A translator translates documents from one language to another.

B: Why do you think it's the best job?

A: Well, they probably have a good salary and I imagine the work is usually interesting.

BEST AND WORST JOBS IN THE UK

2013 survey

	Best jobs	Worst jobs
1	Translator	Miner
2	Web developer	Courier
3	Surgeon	Builder's labourer
4	Lawyer	Journalist
5	Vet	Sous chef*
6	Pilot	Electrician
7	Physiotherapist / Occupational therapist	Lorry driver
8	Architect	Waiter

*A second or assistant chef

1.3 Have you got what it takes?

READING Skills for the 21st century

1 Work in pairs. Look at the list of work skills. What do you think each one means? Discuss with your partner.

- a Interpersonal skills
- b Working independently
- c Bilingualism
- d Technological knowledge
- e Critical thinking
- f Teamwork
- g Organizational skills
- h Management skills

2 Read the article. Answer the questions.

- 1 Which of the skills in Exercise 1 does the author say are important?
- 2 What other skills does the author mention?

3 Read the article again. Choose the correct option (a–c) to complete the sentences according to the article.

- 1 People need to understand other groups and other cultures because:
 - a it will help them get a better job.
 - b it is everyone's personal responsibility to do this.
 - c everyone in the world is connected today.
- 2 The article says that 21st century employees want to work for organizations that:
 - a offer them a good career.
 - b benefit the community or people in general.
 - c care about their employees.
- 3 Good interpersonal skills help you to:
 - a make progress in your career.
 - b choose the best way to communicate with people.
 - c deal with all kinds of people and situations.
- 4 Thinking critically is important because:
 - a there is so much information to process.
 - b technology moves so fast.
 - c a lot of information is visual.
- 5 The article says that employers in the 21st century expect their employees to:
 - a have many different skills and interests.
 - b relax and have some fun.
 - c work fast and make good decisions.

4 Do you agree with the ideas in the article? Do you think the skills for the 21st century are different from the skills people used at work in the last century? Discuss with your partner and give reasons.

5 Find these words in the article. Then choose the correct meaning (a–c).

- 1 **appreciate** (line 5)
 - a think about these differences
 - b welcome these differences
 - c ignore these differences
- 2 **inspire** (line 8)
 - a pay people well
 - b make people enthusiastic
 - c communicate with people
- 3 **collaboration** (line 12)
 - a working together
 - b working independently
 - c giving people instructions
- 4 **conflict** (line 16)
 - a people you work with
 - b a difficult decision
 - c a serious disagreement
- 5 **huge** (line 20)
 - a very big
 - b big
 - c unusual
- 6 **stand back from** (line 32)
 - a relax after
 - b leave
 - c look at from a distance

VOCABULARY Working life collocations (verb + noun)

6 Find verbs in the article that collocate with these nouns.

- a have a career
- b _____ cultural differences, technology
- c _____ a job
- d _____ meetings
- e _____ on the phone
- f _____ a difficult situation, conflict
- g _____, _____ information
- h _____ tasks
- i _____ fun

7 Complete the conversation with the correct verbs. Then check your answers with the collocations in Exercise 6.

A: I know you're a lawyer. But what do you
1 _____ exactly?

B: I work in the music industry. We 2 _____ legal conflicts about music.

A: Do you meet a lot of pop stars, then?

B: Not really. I sometimes 3 _____ on the phone to the artists, but I usually 4 _____ meetings with other lawyers.

A: Is it interesting?

B: It's very interesting. But there's a lot of information to ⁵ _____. The music industry is changing fast and you have to ⁶ _____ the new technology and the different ways that people listen to music now via the Internet. It's hard work, but we ⁷ _____ a lot of fun too.

A: How did you get into it?

B: My first idea was to ⁸ _____ a career as a musician, but that didn't really work out.

SPEAKING My skills

8 21st CENTURY OUTCOMES

Think about the work skills in Exercise 1 and the skills mentioned in the article. Write down:

- four skills that are important to you in your work or studies
- two things that you want or expect from your employer

- 9 Work in small groups. Compare your lists from Exercise 8. Do you need similar skills at work or in your studies? Do you want or expect similar things from your employer? Why are these skills important in your work or studies?

SKILLS for the 21st Century

What are the skills that people need to have in today's workplace? What does this mean for the careers that they have? And their lives in general? What does it mean for the companies that employ them? We asked Imogen Roberts, an expert in 21st century skills. Here is a selection of her answers.

A THE BIG PICTURE | 'We live in a global economy and we are part of a global community. So people need to know how different countries and groups relate to each other. They need to understand cultural differences and to appreciate these. Everyone has a responsibility to society and to the environment. So a question that 21st century employees often ask is: Does my company or organization help society? Does it inspire me? If the answer is 'no', they look for other work.'

B COMMUNICATION | 'In today's workplace, interpersonal skills are very important. This is because many of the jobs we do involve collaboration. So when you attend meetings, speak to people face-to-face or on the phone, or communicate with them by email, you need to build good relations. People are not always easy to work with and sometimes in your work you have to deal with conflict and difficult situations.'

C LEARNING | 'We get information now in many ways and these ways are changing constantly. Today's worker has to process huge amounts of written and visual information. So they have to think critically about this information and they need to understand technology and to choose the best way to communicate with it. They also have to be creative and, above all, they have to want to learn.'

D PRODUCTIVITY | 'The 21st century world moves fast. So you need to be quick and you need to be efficient. Employers expect this, so employees need to be organized and they need to be able to prioritize tasks – to distinguish between what is important and what is not – so they work more productively. At the same time, companies have to recognize that work is not everything: people want time to stand back from their work and they want time to relax and have fun.'



1.4 What do you do?

VOCABULARY Jobs

- 1 Look at the jobs. Match the jobs with the photos (A–F). Which words describe someone who is learning a job?

engineer	plumbing apprentice
law student	sales assistant
medical researcher	trainee nurse



A _____



B _____



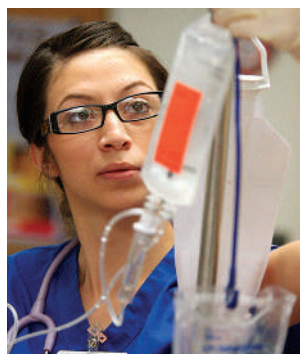
C _____



D _____



E _____



F _____

- 2 Listen to how the jobs in Exercise 1 are pronounced. Then practise saying them with a partner.

LISTENING Asking about jobs

- 3 Listen to a conversation in which Jake is asking Martha about her job. Answer the questions.

- 1 What is Martha's job?
- 2 What stage of her career is Martha at?
- 3 Does she like her job?

- 4 Listen to the conversation again. Complete the questions that Jake asks.

	Question
1 Job	What _____?
2 Company / Organization	Who _____?
3 Location	_____ based?
4 Job description	_____ involve?
5 Size of organization	Is _____ then?
6 Type of contract	What _____?
7 Like / Dislike	Do _____?

- 5 Complete Martha's answers to the questions in Exercise 4. Compare your answers with your partner.

Pronunciation Intonation in questions

- 6a Listen to the questions in Exercise 4. Notice how the intonation rises (↗) or falls (↘) at the end of the question. What rule can you make?
- 6b Work in pairs. Act out the conversation between Martha and Jake. Pay attention to your intonation in the questions.

SPEAKING Talking about jobs and studies

- 7 Make notes about your job or studies. Then ask your partner about their job or studies and complete the table. Use the questions in Exercise 4 and the expressions from the Useful language box on page 17 to help you.

	My partner
1 Job / Studies	
2 Company / Institution	
3 Location	
4 Job / Course description	
5 Size of organization / institution	
6 Type of contract / course	
7 Like / Dislike	

TALKING ABOUT JOBS AND STUDIES

I'm a ... / I work as a ... / I study ...
 I ... and I have to ...
 I work for ...
 I study at ...
 I'm / The company is based in ...
 It's a temporary / permanent / part-time / full-time contract.
 It's a part-time / full-time / three-year course.
 It's great. / It's not very interesting. / It's hard work.

WRITING A formal letter

- 8 Work in pairs. Read the advertisement. Imagine you are going to apply for this job. What questions do you have about it? What information is missing?

WANTED SPORTS EQUIPMENT DEMONSTRATORS

We are looking for enthusiastic and fit people to tour schools with us in the UK and demonstrate our range of indoor and outdoor sports equipment.

Temporary position – South-east area – Good rates of pay

- 9 Read the letter. Does the writer have the same questions about the job as you?

Dear Sir / Madam,

I saw your advertisement for Sports Equipment Demonstrators in the *Daily Record* and I am interested in applying. However, before I make my application I need to check two important points.

- The advertisement says the job is based in the South-east, but it does not give the exact location. Can you tell me where it is?
- It also says that this is a temporary position, but it does not specify the length of the contract. I'd like to know how long the contract lasts and if there is a possibility of extending the contract at the end of this period.

I look forward to hearing from you.

Yours faithfully,

Stefan Krantz

- 10 Read the letter again. Put the functions (a–d) in the order they appear in the letter.

- Explain to the reader what you want to happen next
- Refer to the job advertised
- Describe the information you need
- Explain the reason for writing

Writing skill Indirect questions

- 11a Look at the indirect questions from the letter in Exercise 9. Complete the direct question.

- Can you tell me where it is?
Where _____?
- I'd like to know how long the contract lasts.
How long _____?
- I'd like to know if there is a possibility of extending the contract at the end of this period.
_____ of extending the contract?

See page 140 for more information about indirect questions, and do Exercise 6.

- 11b Rewrite the direct questions as more polite indirect questions.

- 'What kind of work is it?'
Can you tell me _____?
- 'Where are you based?'
Could you tell me _____?
- 'Is it a big company?'
Can you tell me _____?
- 'What does the work involve?'
I'd like to know _____.
- 'How long does the interview usually take?'
Do you know _____?
- 'How often do buses go to the business park?'
Can you tell me _____?

12 21st CENTURY OUTCOMES

Read the job advertisement. Write a letter asking for more information. Ask two indirect questions.

▼ FILM EXTRAS

We are looking for people to be part of a new film we are shooting later this year. This will be one or two weeks' work. No acting experience necessary.

Apply to the Assistant Casting Director, Harvard Studios

- 13 Work in pairs. Exchange letters. Check that your partner's letter includes these points:

- a reference to the advertisement
- the reason for writing
- two indirect questions about the job
- what the reader should do next