

# Unit 7

## The world of work

### Goals

- Talk about your personal skills, qualities, strengths and talents.
- Talk about various jobs and requirements.
- Speak better office language.
- Write a report.
- Do a good presentation.



**“Genius is 1% inspiration and 99% perspiration.”**  
(Thomas Alva Edison, invented the electric light bulb)

Accordingly, a genius is often merely a talented person who has done all of his or her homework.



### Type A: Work must be fun

You tend to avoid hard work and take the easiest way in life without making too much effort to achieve great things. However, if there's something that catches your interest, you're enthusiastic and hard to stop.

### Type B: Freedom is important for me

You usually enjoy work. You want responsibility and success in life. You need autonomy and freedom from authorities. The “big picture” of e.g. a project is more important to you than working step-by-step.

### 1 Jobs

- Look at the photos and write down the various jobs you can see.
- Add which skills and personal qualities are needed for each job.
- Which photos refer to developing countries?

### 2 A Quiz: How motivated are you?

- Do the quiz and find out about your attitude to work. Circle your answers.
  - A I always find something interesting to do at school.

B I've skipped school for different reasons several times in the past.
  - A I like school, especially when I'm successful.

B I can't say I like school, but I go there because I have to.
  - A I need clear instructions for whatever I do.

B I like to be left alone with a task, without anybody telling me what to do.

### Word bank

**Skills**  
computer literacy • sales • communication • teamwork • leadership • problem-solving • interpersonal • social media • technical • office/telephone/organisational skills • time management

### Word bank

**Personal qualities**  
punctual • flexible • trustworthy • reliable • polite • determined • confident • patient • creative • communicative • hard-working

- A I need deadlines to be successful.

B Sometimes I find tasks so absorbing that I miss a deadline.
- A I'd like a job that I enjoy, even if it's not well-paid.

B When looking for a job, the salary will be the most important factor for me.
- A I can get by at school without much effort. I'm not an over-achiever.

B I'll go the extra mile at school to exceed my own expectations.
- A I'd prefer a stress-free job to one with a lot of responsibility.

B I'd like a job with responsibility, even if the salary isn't very good.
- A My weekends are filled with free-time activities – I'm always busy.

B In my free time, I prefer chilling out to working out.

- Now turn your book upside down and add up the points you get for each answer. What type are you? Do you agree?



## Working life

### 1 The working world

In the working world, writing reports or minutes is routine. Read about how to write a report in the writing guide on page 152. Summarise what the main points of a report are. How should it be written?

### 2 Writing: A report → WG 6

a) Before you write: Read the text in task 2b and think about who the report is to and what the subject is. Then fill in the information.

To: \_\_\_\_\_

From: \_\_\_\_\_

Subject: \_\_\_\_\_



b) Now write your report.

You are a student doing an exchange year in Brighton, England. Teachers at your school have complained that many students are using the computers for private purposes during IT lessons and that they do not pay attention to what the teacher is saying. Therefore, the headmaster of your school wants to ban access to the internet during IT lessons. You have been asked to write a report to the headmaster of your school.

In your **report**, you should:

- inform the headmaster about the current situation in your school
- explain why access to the internet is important
- suggest ways to improve the situation

Write around **200 words**. Divide your **report** into **sections** and give them **headings**.

### 3 Meetings at work

Match the definitions with the expressions on the right.

1. to fix the date and time of a meeting
2. to make notes during the meeting of the important points
3. to write a summary afterwards of what was said or decided
4. to be in charge of a meeting and lead the discussion
5. to arrange for the meeting to take place at a later time or date


- A to take the minutes  
 B to write up the minutes  
 C to chair a meeting  
 D to postpone the meeting  
 E to schedule a meeting

### 4 Presentations

Take a job-related topic of your choice, do some research and give a five-minute presentation in class.



Tip

#### Giving a presentation

**Language:** Organise your points by using connectives, structuring and emphasising words, but in spoken English you may also include conversational elements, like fillers, when you address the audience. You should not use too much informal language because you are giving factual information on a serious topic.

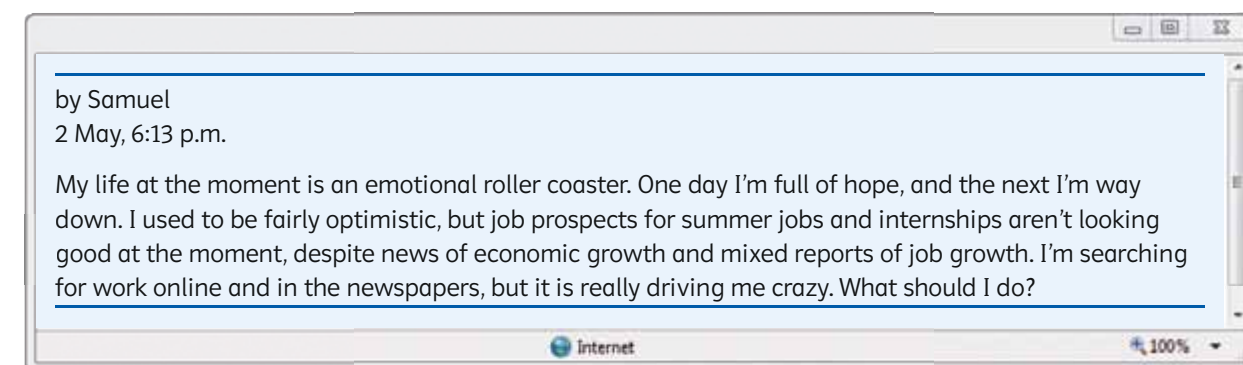
**Voice:** Speak loudly and clearly and not too fast. Use short sentences. Don't sound monotonous and boring. Use stress when you are making an important point. Address your audience and try to involve them.

**Atmosphere:** Smile. Be friendly, polite and self-confident. Remember: You are the expert introducing the uninformed to the secrets of the topic, which is a great pleasure to you.

## Jobless

### 1 A blog post: Being unemployed

Read the blog post by an unemployed teenager in the USA. How does he feel?



### 2 Writing: A blog comment

As the end of the school year is coming closer, you have already written 14 e-mails of application for a summer job but they were all turned down. You have come across the blog post above and decide to write a comment.

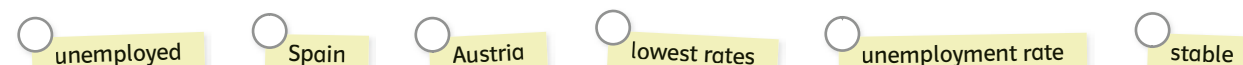
In your **blog comment**, you should:

- describe your current situation
- explain what kind of job you are looking for
- speculate about what's going to happen if you don't get a job

Write around **200 words**.

### 3 Youth unemployment rates

Look at the statistics. Then match the text with the missing words below. Write the numbers into the circles.



In March 2013, 5.7 million young people were ... **1** in the EU-27, of whom 3.6 million were in the euro area. The youth ... **2** was 23.5% in the EU-27 and 24% in the euro area, relatively ... **3** over the month, but up by 0.9 percentage points and 1.5 percentage points compared to March 2012. In March 2013, the ... **4** were observed in Germany and ... **5** (both 7.6%), The Netherlands (10.5%), and the highest in Greece (59.1% in January 2013), ... **6** (55.9%), Italy (38.4%) and Portugal (38.3%).

