

# 10

# I hate working on weekends.

## 1 SNAPSHOT



### EIGHT IMPORTANT JOB SKILLS

Here are some questions that employers might ask about your skills.

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Can you <b>use a computer</b> ?               | <input type="checkbox"/> 5. Can you <b>solve problems</b> ?       |
| <input type="checkbox"/> 2. Can you <b>manage other people</b> ?          | <input type="checkbox"/> 6. Do you <b>manage money well</b> ?     |
| <input type="checkbox"/> 3. Are you <b>good at public speaking</b> ?      | <input type="checkbox"/> 7. Do you <b>work well with people</b> ? |
| <input type="checkbox"/> 4. Can you <b>teach others</b> how to do things? | <input type="checkbox"/> 8. Do you <b>speak other languages</b> ? |

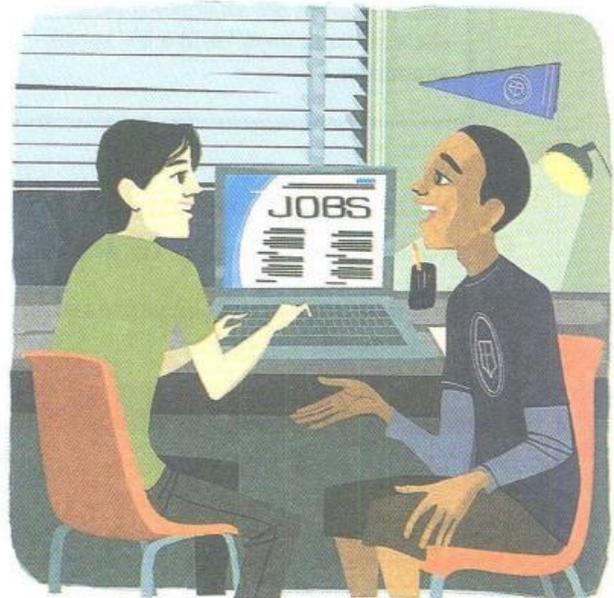
Which of these skills do you think are most important? Why?  
 Check (✓) the skills that you think you have.  
 Look at the skills you checked. What jobs do you think you might be good at?

Source: U.S. Department of Labor

## 2 CONVERSATION I need a job!

**A** Listen and practice.

- Dan: I'm so broke. I really need to find a job!  
 Brad: So do I. Do you see anything good listed?  
 Dan: How about this telephone sales job? You call people and try to sell them magazines.  
 Brad: That sounds boring. And anyway, I'm not very good at selling.  
 Dan: Well, I am! I might check that one out. Oh, here's one for you. An assistant entertainment director on a cruise ship.  
 Brad: That sounds like fun. I love traveling, and I've never been on a cruise ship.  
 Dan: It says here you have to work every day while the ship is at sea.  
 Brad: That's OK. I don't mind working long hours if the pay is good. I think I'll apply for it.



**B** Listen to Brad's phone call. What else does the job require?

### 3 GRAMMAR FOCUS

#### Gerunds; short responses

##### Affirmative statements with gerunds

**I love traveling.**  
**I hate working** on weekends.  
**I'm good at using** a computer.

##### Negative statements with gerunds

**I don't mind working** long hours.  
**I'm not good at selling.**  
**I can't stand commuting.**

##### Agree

So do I.  
 So do I.  
 So am I.

Neither do I.  
 Neither am I.  
 Neither can I.

##### Disagree

I don't.  
 Really? I like it.  
 Oh, I'm not.

I do.  
 Well, I am.  
 Oh, I don't mind.

##### Other verbs or phrases followed by gerunds

like  
 enjoy  
 be interested in

**A PAIR WORK** Match the phrases in columns A and B to make statements about yourself. Then take turns reading your sentences and giving short responses.

#### A

1. I hate .....
2. I'm not very good at .....
3. I'm good at .....
4. I don't like .....
5. I can't stand .....
6. I'm interested in .....
7. I don't mind .....
8. I enjoy .....

A: I hate working on weekends.  
 B: So do I.

#### B

- a. talking on the phone.
- b. working with a group or team.
- c. solving other people's problems.
- d. sitting in long meetings.
- e. working on weekends.
- f. eating lunch out every day.
- g. managing my time.
- h. learning foreign languages.



**B GROUP WORK** Complete the phrases in column A with your own information. Then take turns reading your statements. Ask questions to get more information.

### 4 PRONUNCIATION *Unreleased and released /t/ and /d/*

**A** Listen and practice. Notice that when the sound /t/ or /d/ at the end of a word is followed by a consonant, it's unreleased. When it is followed by a vowel sound, it's released.

#### Unreleased

She's not good at math and science.  
 I hate working on Sundays.  
 You need to manage money well.

#### Released

He's not a good artist.  
 They really hate it!  
 I need a cup of coffee.

**B PAIR WORK** Write three sentences starting with *I'm not very good at* and *I don't mind*. Then practice the sentences. Pay attention to the unreleased and released sounds /t/ and /d/.

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## 5 SPEAKING *The right job*

**A PAIR WORK** How does your partner feel about doing these things? Interview your partner. Check (✓) his or her answers.

How do you feel about ... ?	I enjoy it.	I don't mind it.	I hate it.
asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leading a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
traveling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creating spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
meeting deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
managing money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
telling people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working with numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
public speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B PAIR WORK** Look back at the information in part A. Suggest a job for your partner.

"You enjoy creating spreadsheets and working with numbers. And you don't mind managing money. I think you'd be a good accountant."

## 6 LISTENING *Job hunting*

**A** Listen to people talk about the kind of work they are looking for. Check (✓) the job that would be best for each person.

- |   |                                     |   |
|---|-------------------------------------|---|
| 1. Bill                                   | 2. Shannon                          | 3. Ben                                    |
| <input type="checkbox"/> flight attendant | <input type="checkbox"/> lawyer     | <input type="checkbox"/> marine biologist |
| <input type="checkbox"/> teacher          | <input type="checkbox"/> bookkeeper | <input type="checkbox"/> model            |
| <input type="checkbox"/> songwriter       | <input type="checkbox"/> doctor     | <input type="checkbox"/> architect        |

**B** Listen again. Answer these questions.

- What kind of job is Bill *not* interested in? .....
- What is his attitude toward making money? .....
- What do Shannon's family members do for a living? .....
- What does she want to do before she gets a job? .....
- What has Ben done to break into movies? .....
- What does he show the interviewer? .....

## 7 INTERCHANGE 10 *Dream job*

Decide which job to apply for. Go to Interchange 10 on page 124.

## 8 WORD POWER Personality traits

A Which of these adjectives are positive (P)? Which are negative (N)?

creative	.....P.....	impatient	.....
critical	.....	level-headed	.....
disorganized	.....	moody	.....
efficient	.....	punctual	.....
forgetful	.....	reliable	.....
generous	.....	short-tempered	.....
hardworking	.....	strict	.....



creative



impatient

B **PAIR WORK** Tell your partner about people you know with these personality traits.

"My neighbor is short-tempered. Sometimes he ..."

C Listen to four conversations. Then check (✓) the adjective that best describes each person.

- |                                    |                                     |                                      |   |
|------------------------------------|-------------------------------------|--------------------------------------|---|
| 1. a boss                          | 2. a co-worker                      | 3. a teacher                         | 4. a relative                           |
| <input type="checkbox"/> creative  | <input type="checkbox"/> unfriendly | <input type="checkbox"/> moody       | <input type="checkbox"/> short-tempered |
| <input type="checkbox"/> forgetful | <input type="checkbox"/> generous   | <input type="checkbox"/> patient     | <input type="checkbox"/> disorganized   |
| <input type="checkbox"/> serious   | <input type="checkbox"/> strange    | <input type="checkbox"/> hardworking | <input type="checkbox"/> reliable       |

## 9 PERSPECTIVES Job profiles

A Listen to these people answer the question, "What kind of work would you like to do?" What job does each person talk about?

 <p>"Well, I think I'd make a good journalist because I'm good at writing. When I was in college, I worked as a reporter for the school website. I really enjoyed writing different kinds of articles."</p>	 <p>"I know what I <i>don't</i> want to do! A lot of my friends work in the stock market, but I could never be a stockbroker because I can't make decisions quickly. I don't mind working hard, but I'm terrible under pressure!"</p>	 <p>"I'm still in school. My parents want me to be a teacher, but I'm not sure yet. I guess I could be a teacher because I'm very creative. I'm also very impatient, so maybe I shouldn't work with kids."</p>
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B **PAIR WORK** Look at the interviews again. Who are you most like? least like? Why?

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## 10 GRAMMAR FOCUS

### Clauses with because

The word **because** introduces a cause or reason.

I'd make a good journalist **because I'm good at writing.**

I could be a teacher **because I'm very creative.**

I wouldn't want to be a teacher **because I'm very impatient.**

I could never be a stockbroker **because I can't make decisions quickly.**

**A** Complete the sentences in column A with appropriate information from column B. Then compare with a partner.

**A**

1. I wouldn't want to be a nurse .....
2. I'd like to be a novelist .....
3. I could never be an accountant .....
4. I would make a bad waiter .....
5. I could be a flight attendant .....
6. I'd never work on a cruise ship .....

**B**

- a. because I don't like hospitals.
- b. because I really enjoy traveling.
- c. because I have a terrible memory.
- d. because I get seasick very easily.
- e. because I love creative writing.
- f. because I'm terrible with numbers.

**B GROUP WORK** Think about your personal qualities and skills. Then complete these statements. Take turns discussing them with your group.

I could never be a ... because ...

I wouldn't mind working as a ... because ...

I'd make a good ... because ...

The best job for me is ... because ...

## 11 WRITING A cover letter for a job application

**A** Imagine you are applying for one of the jobs in this unit. Write a short cover letter for a job application.

Mr. Yoshioka  
Personnel Director  
Executive Airlines

Dear Mr. Yoshioka,

I am responding to your recent advertisement in *The Post* for a bilingual international flight attendant. I think I'd make a good flight attendant for Executive Air Lines because I'm a very friendly person and I really love traveling. I also enjoy meeting people.

As you can see from my résumé, I've had a lot of experience working with tourists. I worked at ...

**B PAIR WORK** Exchange papers. If you received this letter, would you invite the applicant for a job interview? Why or why not?

## Find the Job That's Right for You!

Look at the photo and skim the list of personality types. Which one best describes the person in the picture?

1 About half of all workers in the United States have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through job ads on the Internet. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?



2 According to psychologist John Holland, there are six types of personalities. Nobody is just one personality type, but most people are mainly one type. For each type, there are certain jobs that might be right and others that are probably wrong.

3 Considering your personality type can help you make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counselor or a lawyer. She took counseling and law courses – and hated them. After talking to a career counselor, she realized that she's an Artistic type. Liz studied film, and she now produces children's TV shows – and loves it.

### Personality types

**The Realistic type** is practical and likes working with machines and tools.

**The Investigative type** is curious and likes to learn, analyze situations, and solve problems.

**The Artistic type** is imaginative and likes to express ideas by creating art.

**The Social type** is friendly and likes helping or training other people.

**The Enterprising type** is outgoing and likes to persuade or lead other people.

**The Conventional type** is careful and likes to follow routines and keep track of details.

**A** Read the article. Then find these sentences in the article. Is each sentence the main idea or a supporting idea in that paragraph? Check (✓) the correct boxes.

	Main idea	Supporting idea
1. About half of all workers . . . they aren't happy with. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
2. According to psychologist . . . types of personalities. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
3. For each type, there are . . . that are probably wrong. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
4. Considering your personality . . . the right job decision. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>
5. After talking to a career counselor, . . . an Artistic type. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>

**B** For each personality type, write two examples of appropriate jobs. Then explain your answers to a partner.

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

**C GROUP WORK** What personality type do you think you are? Does your group agree?

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# Units 9–10 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . . .	Very well	OK	A little
Describe people and things in the past, present, and future (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe possible consequences of actions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of abilities and personalities (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about preferences and skills (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give reasons for my opinions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SPEAKING Past, present, and future

**A PAIRWORK** Think of one more question for each category. Then interview a partner.

**Appearance** What did you use to look like? Can you describe yourself now?  
What do you think you'll look like in the future?

**Free time** Did you have a hobby as a child? What do you like to do these days?  
How are you going to spend your free time next year?

**B GROUPWORK** Share one interesting thing about your partner.

## 2 GAME Truth and consequences

**A** Add two situations and two consequences to the lists below.

Situation	Consequence
<input type="checkbox"/> you move to a foreign country	<input type="checkbox"/> buy you a gift
<input type="checkbox"/> it's sunny tomorrow	<input type="checkbox"/> feel jealous sometimes
<input type="checkbox"/> it's cold tomorrow	<input type="checkbox"/> communicate in a new language
<input type="checkbox"/> you give me \$10	<input type="checkbox"/> go to the beach
<input type="checkbox"/> you don't call me later	<input type="checkbox"/> get really angry
<input type="checkbox"/> you fall in love	<input type="checkbox"/> stay home
<input type="checkbox"/> .....	<input type="checkbox"/> .....
<input type="checkbox"/> .....	<input type="checkbox"/> .....



**B CLASS ACTIVITY** Go around the class and make sentences. Check (✓) each *if* clause after you use it. The student who uses the most clauses correctly wins.

"If you move to a foreign country, you'll learn to . . ."

### 3 LISTENING *Good or bad?*

**A** Listen to Louisa and Tim discuss four jobs. Write down the jobs and check (✓) if they would be good or bad at them.

Job	Good	Bad	Reason
1. Louisa .....	<input type="checkbox"/>	<input type="checkbox"/>	.....
.....	<input type="checkbox"/>	<input type="checkbox"/>	.....
2. Tim .....	<input type="checkbox"/>	<input type="checkbox"/>	.....
.....	<input type="checkbox"/>	<input type="checkbox"/>	.....

**B** Listen again. What reasons do they give?

### 4 DISCUSSION *Job profile*

**A** Prepare a personal job profile. Write your name, skills, and job preferences. Think about the questions below. Then compare with a partner.



**Are you good at . . . ?**  
 communicating with people  
 solving problems  
 making decisions quickly  
 speaking foreign languages



**Do you . . . ?**  
 have any special skills  
 have any experience  
 have a good memory  
 manage money well



**Do you mind . . . ?**  
 traveling  
 working with a team  
 wearing a uniform  
 working long hours

A: Are you good at communicating with people?  
 B: Sure. I enjoy talking to people.  
 A: So do I. I like meeting new people and . . .

**B GROUPWORK** Make suggestions for possible jobs based on your classmates' job profiles. Give reasons for your opinions. What do you think of their suggestions for you?

A: Juan would be a good executive because he likes solving problems and making decisions quickly.  
 B: No way! I could never be an executive. I'm too disorganized!

### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

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