

1 VOCABULARY work

a Look at the picture story. Match sentences A–I to pictures 1–9.

- A She decided to **set up** an online business selling birthday cakes.
 B Her business is **doing very well**. Clare is a success!
 C She was **unemployed**, and had to **look for a job**.
 D They had an argument, and Clare **was fired**.
 E 1 Clare **worked for** a marketing company.
 F She **applied for** a lot of jobs, and sent in résumés.
 G She made a **good salary**, but she didn't like **her boss**.
 H She had some interviews, but didn't **get the jobs**.
 I She had to work very hard and **work overtime**.

b 8.1 Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.

c V p.163 Vocabulary Bank Work

Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.,
 She has a **degree** in economics.
 (= a college qualification)
 It was only four **degrees** this morning.
 (= temperature)

d With a partner, explain the difference in meaning between the pairs of sentences.

- 1 a He's **running** a business.
b He's **running** a marathon.
- 2 a Marion **was fired** last week.
b When the man **fired** the starting gun, everyone in the race began to run.
- 3 a I **work** in a store.
b My laptop **doesn't work**.
- 4 a There's a **market** for this product.
b There's a **market** where you can buy vegetables.
- 5 a Steve has set up a **company**.
b Steve is very **good company**.



2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- | | |
|--------------------------------|---------------------------------------|
| 1 a pply /ə'plai/ | 6 per ma nent /'pərmənənt/ |
| 2 sa la ry /'sæləri/ | 7 qua li fi ca tions /kwələfə'keɪʃnz/ |
| 3 down size /'daʊnsaɪz/ | 8 re sign /rɪ'zaɪn/ |
| 4 ex per i ence /ɪk'spɪəriəns/ | 9 re spon si ble /rɪ'spɒnsəbl/ |
| 5 o ver time /'oʊvərtam/ | 10 tem po rary /'tɛmpərəri/ |

b 8.5 Listen and check. Practice saying the words.

c Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
full time or part time
temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to work overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

d Work in pairs. **A**, interview **B** about his or her person's job. Ask more questions if you can. Then switch.

I'm going to tell you about my cousin. Her name's Corinne.

(What does she do?)

3 GRAMMAR choosing between gerunds and infinitives

a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g., *working*) or the infinitive (e.g., *to work*).

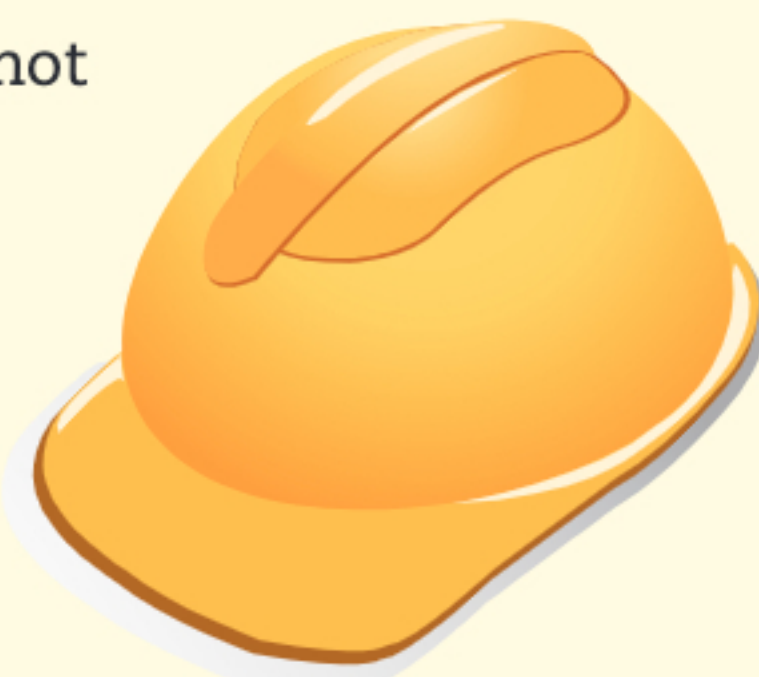
Match your **personality** to the **job**



- 1 I'd like to work as part of a team. *work*
- 2 I enjoy _____ people with their problems. *help*
- 3 I don't mind _____ a very large salary. *not earn*
- 4 I'm good at _____ to people. *listen*
- 5 I'm good at _____ quick decisions. *make*
- 6 _____ risks doesn't worry me. *take*
- 7 I'm happy _____ by myself. *work*
- 8 I'm not afraid of _____ large amounts of money. *manage*

- 9 I'm good at _____ myself. *express*
- 10 I always try _____ my instincts. *follow*
- 11 It's important for me _____ creative. *be*
- 12 I enjoy _____. *improvise*

- 13 _____ complex calculations is not difficult for me. *do*
- 14 I enjoy _____ logical problems. *solve*
- 15 I find it easy _____ theoretical principles. *understand*
- 16 I am able _____ space and distance. *calculate*



b Read the questionnaire and check (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

c **Communication** Match your **personality to the job p.108** Find out the results. Do you agree?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or the infinitive.

- 1 After some verbs, e.g., *enjoy* and *don't mind*, use _____.
- 2 After some verbs, e.g., *would like*, use _____.
- 3 After adjectives, use _____.
- 4 After prepositions, use _____.
- 5 As the subject of a phrase or sentence, use _____.

e **p.146 Grammar Bank 8A**

f Write something for **FIVE** of the things on the list.

- something you are **planning to do** in the summer
- a country **you'd like to visit** in the future
- somebody you **wouldn't like to go** on vacation with
- a job **you'd love to do**
- a job you **hate doing** in the house
- somebody you find very **easy to talk** to
- something you're **afraid of doing**
- a sport, activity, or hobby you **love doing**
- something you **enjoy doing** on Sunday mornings
- something you **must do** or **buy** urgently

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.

(Why?)

Because I think it would be great to...

4 WRITING

W p.121 Writing A cover email with your **résumé** Write an email to send with your **résumé** to apply for a job.

5 READING

a Read the first part of an article about the TV show *Shark Tank*. Answer the questions.

- 1 Who are the "Sharks"?
- 2 Where do the contestants meet them?
- 3 How does the show work?
- 4 Is there a similar TV show in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

- 1 the Sharks invested in and has been successful
- 2 the Sharks didn't invest in and has been a failure
- 3 the Sharks didn't invest in, but has been very

In the SHARK TANK

Shark Tank is a US TV series, with similar versions in many different countries, which has been on TV every year in the US since 2009. On the US show, contestants have about ten minutes to present their business ideas for a product or service to five very successful business people. These people are nicknamed "Sharks," and the intimidating room where they meet the contestants is the "Tank." The Sharks, who are often multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share of the profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a service. After the contestants have made their pitch, the Sharks ask them questions about the product and its possible market, and then say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, "I'm out." So far, the Sharks have agreed to invest in more than 250 businesses.



From left to right: Daymond John, Kevin O'Leary, Barbara Corcoran, Robert Herjavec, Mark Cuban, Lori Greiner

Glossary

tank a large container for holding liquid, often used for keeping fish in

entrepreneur a person who makes money by starting or running businesses

make a pitch present something you're trying to sell



Wallet Buckle

Trevor and Justin, from Northern California, designed the Wallet Buckle, a belt buckle that is also a wallet. It can conveniently hold up to four cards, e.g., a credit card, an ID card, a debit card, etc. The pair asked the Sharks to invest \$500,000 in their business.



Scrub Daddy

Aaron, from Philadelphia, asked the Sharks for \$200,000 in exchange for 20% of his sponge company, Scrub Daddy. The sponges, which cost \$3.99 each, are made from a special material that changes texture depending on the temperature of the water you're using. The sponge will get soft when used in warm water. In cold water, it gets firmer.



Proof Eyewear

Brooks, Tanner, and Tyler, brothers from Boise, set up a company to produce glasses made from wood and recycled materials that don't easily break. They brought each Shark a pair of personalized glasses and asked for a \$200,000 investment in exchange for 20% of their company.

c **Communication** Shark Tank **A p.109 B p.113 C p.114**

Work in groups of three. Find out what happened.

- d Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

6 LISTENING

- a Look at a photo of two contestants from the British version of *Shark Tank* called *Dragon's Den*. Do you think they were successful?



- b **8.9** Listen to Part 1 of an interview with Joe about his experience. Mark the sentences **T** (true) or **F** (false).
- Joe and Jake applied to be on *Dragons' Den* together.
 - They prepared their pitch very quickly.
 - They went for a run the night before the show was filmed.
 - They didn't do any preparation the night before.
 - They only slept for a few hours the night before the show.
 - They were the third contestants on that show.
 - Other contestants waited for up to 12 hours for their turn.
 - They met one of the Dragons while they were waiting to go on.
- c Listen again. Correct the **F** sentences.
- d **8.10** Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?
- e Listen again and make notes. What does Joe say about...?
- | | |
|-----------------------------|----------------------|
| 1 smiling at Deborah Meaden | 4 Peter's appearance |
| 2 Jake's first words | 5 Jessops |
| 3 "I'm out." | 6 the job offer |
- f **8.11** Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?

7 SPEAKING

- a **8.12** Listen to Joe and Jake giving their *Dragons' Den* pitch for Frame Again. Number the questions 1–5 in the order they answer them.

- How much will it cost?
- What is the product? Give a detailed description.
- Who are you? What's the name of your product?
- Do you have an advertising slogan for the product?
- Who is the product for?

- b Work with a partner. Imagine you are going to appear on the show. Choose one of the products below, or invent your own, and think about your answers to the questions in a.

an app a chair a dessert a drink
a gadget a lamp a pen a phone
a sandwich

- c Present your product to the class together. Spend a few minutes preparing your pitch. Take turns giving the information. Use the language from the **Presenting a product box**.

Presenting a product

Good morning. I'm _____, and this is _____, and we're here to tell you about our new product...

It's a..., and it's called...

This product is for...

We think it will be very popular because...

It will cost...

Our slogan is...

- d You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.

7 A COVER EMAIL WITH YOUR RÉSUMÉ



We are looking for dedicated, enthusiastic, and energetic people to work at the upcoming Olympic Games.

There are opportunities in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All applicants must be appropriately qualified and an intermediate level of English is essential.

Send your résumé and a cover email (in English) to:

recruitment@theolympicgames.com



- a Look at the job advertisement. Which job could you apply for?
- b Ricardo Suarez wants to apply for a job and is submitting his résumé. Read the cover email to go with it. Circle the best phrase in 1–6.

From: Ricardo Suarez <suarezr@chatchat.com>
To: recruitment@theolympicgames.com
Subject: Job application

Dear Sir / Madam:

¹ I am writing / I'm writing to apply for a job with the medical support staff at the upcoming Olympic Games.

I am a qualified physical therapist, and ² I've been working / I have been working at a rehabilitation center here since January 2016.

³ My English is great / I speak English fluently.

⁴ I've enclosed / attached my résumé.

⁵ Hope to hear from you soon! / I look forward to hearing from you.

⁶ Sincerely yours, / With love,

Ricardo Suarez

- c **Write** a cover email (to go out with your résumé) to apply for a job at the next Olympic Games. **Plan** what you're going to write. Use the language in the **A formal email** box to help you.

A formal email

You don't know the person's name:

- start *Dear Sir / Madam:*
- finish *Sincerely yours,*

You know the person's name:

- start *Dear + Mr. / Ms. / Mrs. (Garcia):*
- finish *Sincerely yours,*

Style:

- Don't use contractions.
- Use formal language.

- d **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

 p.77

choosing between gerunds and infinitives

gerund (verb + -ing)

- I'm not very **good at working** on a team.
Katie's **given up eating** junk food.
- Looking for** a job can be depressing.
Shopping is my favorite thing to do on weekends.
- I **hate not being** on time for things.
I **don't mind getting up** early.

8.6

- We use the gerund (verb + -ing)
 - after prepositions and phrasal verbs.
 - as the subject of a sentence.
 - after some verbs, e.g., *hate*, *don't mind*.
- Common verbs that take the gerund include: *admit*, *avoid*, *deny*, *dislike*, *enjoy*, *feel like*, *finish*, *hate*, *keep*, *like*, *love*, *mind*, *miss*, *practice*, *prefer*, *recommend*, *spend time*, *stop*, *suggest*, and some phrasal verbs, e.g., *give up*, *go on*, etc.
- The negative gerund = *not* + verb + -ing.

like, love, and hate

In American English, *like*, *love*, and *hate* are also followed by the infinitive. This is becoming more common in British English too, e.g., *I like to listen to music in the car*.

the infinitive

- My apartment is very **easy to find**.
- Simon is saving money **to buy** a new car.
- My sister has never **learned to drive**.
Try not to make a noise.

8.7

- We use the infinitive
 - after adjectives.
 - to express a reason or purpose.
 - after some verbs, e.g., *want*, *need*, *learn*.

- Common verbs that take the infinitive include: (*can't*) *afford*, *agree*, *decide*, *expect*, *forget*, *help*, *hope*, *learn*, *need*, *offer*, *plan*, *pretend*, *promise*, *refuse*, *remember*, *seem*, *try*, *want*, *would like*. More verbs take the infinitive than the gerund.
- The negative infinitive = *not to* + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: *start*, *begin*, *continue*.
It started to rain. It started raining.

Verb + person + infinitive

We also use the infinitive after some verbs + person, e.g., *ask*, *tell*, *want*, *would like*.

*Can you ask the manager **to come**?*

*She told him **not to worry**.*

*I want you **to do** this now.*

*We'd really like you **to come**.*

the base form

- I **can't drive**.
We **must hurry**.
- She always **makes** me **laugh**.
My parents didn't **let** me **go** out last night.

8.8

- We use the base form
 - after most modal and auxiliary verbs.
 - after *make* and *let*.

Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be on time. (= make an effort to be on time)

Try doing yoga. (= do it to see if you like it)

Remember to call him. (= don't forget to do it)

I remember meeting him years ago. (= I have a memory of it)

a Circle the correct form.

- I'm in charge of recruiting / *to recruit* new staff.
- It's important for me *spending* / *to spend* time with my family.
 - Applying* / *Apply* to go to school abroad can be complicated.
 - I want *to do* / *doing* my shopping this morning.
 - My boss wants *open* / *to open* a new office.
 - Be careful *not asking* / *not to ask* her about her boyfriend – they broke up.
 - We kept *working* / *to work* until we finished.
 - Dave is very good at *solving* / *to solve* problems.
 - The best thing about weekends is *not going* / *not to go* to work.
 - Layla gave up *modeling* / *to model* when she had a baby.
 - I took a training course *to learning* / *to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute leave lock not make retire
set-up wear work not worry

I'd like to set up my own company.

- My parents are planning _____ before they are 65.
- Rob spends three hours _____ to work and back every day.
- Mark's wife told him _____ about the problems he had at work.
- Did you remember _____ the door?
- In the end I decided _____ the shoes because they were very expensive.
- The manager lets us _____ early on Fridays.
- All employees must _____ a jacket and tie at work.
- Please try _____ any more mistakes in the report.
- I don't mind _____ overtime during the week.

1 VERB PHRASES

a Complete the sentences with a verb or verb phrase from the list.

applied for /ə'plaid fɔː/ was downsized /wəz 'daʊnsaɪzd/ was fired /wəz 'faɪərd/ got promoted /gɒt prə'məʊtɪd/
resign /rɪ'zaɪn/ retire /rɪ'taɪə/ run /rʌn/ set up /set ʌp/ take /teɪk/ work (x2) /wɜːk/

- | | |
|---|---|
| <p>1 Dan has to <u>work</u> a lot of overtime.</p> <p>2 Matt _____ last week.</p> <p>3 Most nurses have to _____ shifts.</p> <p>4 A man in our department _____ yesterday.</p> <p>5 Reza _____.</p> <p>6 The director of the company is going to _____.</p> <p>7 Lilian is going to _____ next month.</p> <p>8 Angela has _____ a business selling clothes online.</p> <p>9 Everyone in the office has to _____ a training course.</p> <p>10 Mandy _____ a job online.</p> <p>11 My parents _____ a language school in San Diego.</p> | <p>He has to work extra hours.</p> <p>He was given a more important job.</p> <p>Sometimes they work during the day and sometimes at night.</p> <p>He lost his job because of poor performance.</p> <p>He lost his job because the company didn't need him anymore.</p> <p>He has decided to leave his job. (also quit)</p> <p>She's 65, and she's going to stop working.</p> <p>She had the idea and has started doing it.</p> <p>They need to learn how to use the new software.</p> <p>She replied to an ad and sent in her résumé.</p> <p>They employ six teachers, who teach English to foreign students.</p> |
|---|---|

b 8.2 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

ACTIVATION Do you know anybody who has applied for a job / got promoted / been downsized / resigned / been fired / retired recently?

2 SAYING WHAT YOU DO

a Match the adjectives and definitions.

freelance /'frilæns/ part-time /part 'taɪm/
self-employed /self ɪm'plɔɪd/ temporary /'tɛmpərəri/
unemployed /ʌnɪm'plɔɪd/

talking about people

- | | |
|--------------------------|---------------------------------|
| 1 I'm _____. | without a job |
| 2 He's _____. | working for himself |
| 3 He's a _____ designer. | working for different companies |

talking about a job or work

- 4 It's a _____ job. (opp permanent) with only a short contract, e.g., for six months
- 5 It's a _____ job. (opp full-time) only working a few hours a day

b Complete the sentences with *for*, *in*, or *of*.

- 1 I **work** for (in) a multinational company.
- 2 I'm _____ **charge** _____ the marketing department.
- 3 I'm **responsible** _____ customer loans.
- 4 I'm _____ school (college).
- 5 I'm _____ my third year of college.

c 8.3 Listen and check a and b.

3 WORD-BUILDING

a Make nouns from the verbs by adding *-ment*, *-ion*, or *-ation*. Make any other necessary changes.

	Noun		Noun
1 <u>promote</u>	<i>promotion</i>	4 <u>employ</u>	
2 <u>apply</u>		5 <u>qualify</u>	
3 <u>retire</u>		6 <u>resign</u>	

b Make nouns for the people who do the jobs by adding *-er*, *-or*, *-ian*, or *-ist*. Make any other necessary changes.

	Noun		Noun
1 <u>science</u>		4 <u>pharmacy</u>	
2 <u>law</u>		5 <u>farm</u>	
3 <u>music</u>		6 <u>translate</u>	

c 8.4 Listen and check a and b. Underline the stressed syllable in the new words.

ACTIVATION Cover the **Noun** columns and look at 1–6 in a and b. Remember the nouns. Then think of two more jobs ending in *-er*, *-or*, *-ian*, or *-ist*. p.76