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**AMERICAN**

# JETSTREAM

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## 7

## Get to work

CEFR  
C1UNIT  
FOCUS

GRAMMAR: comparison; speculation

VOCABULARY: jobs and suffixes; work and technology

FUNCTIONS: filled pauses and hesitation; pitching a business idea

## FINDING THE RIGHT JOB



## CATEGORIES

PRACTICAL

ADMINISTRATIVE

TECHNICAL

CREATIVE

PEOPLE

HELPING

SELECT WHICH TASK YOU WOULD PREFER DOING MORE THAN ALL THE OTHERS IN EACH GROUP 1–5, NO MATTER HOW QUALIFIED YOU ARE TO DO THAT JOB

**GROUP 1**

- › Do professional lifesaving at a beach
- › Work on genetic research in a laboratory
- › Edit articles written for a popular magazine
- › Analyze and rewrite a company budget
- › Convince a retailer to buy your company's wholesale product
- › Monitor and attend to sick people in an intensive care unit

**GROUP 2**

- › Maintain and review complex radio signaling equipment
- › Make and sell your own pottery
- › Review insurance claim forms and report on findings
- › Give cabin service to international air passengers
- › Look after sick animals in a vet hospital
- › Drill for underground metal deposits

**GROUP 3**

- › Examine people's eyes to see if they need glasses
- › Supervise the keeping of a football field in top condition
- › Control the movements of airplanes in and around airports
- › Design clothes for a fashion label
- › Type up court proceedings for legal records
- › Assist people with directions to city attractions at an information center

**GROUP 4**

- › Work on graphic art designs for advertising companies
- › Assess correctness of business tax returns
- › Ask people on the street to complete surveys
- › Give physiotherapy to a stroke patient
- › Harvest seed supplies from crops growing in the field
- › Redesign voice recognition software for computers

**GROUP 5**

- › Measure an acre of land before building a shed
- › Work in an aeronautical team redesigning an aviation engine
- › Compose music for movie soundtracks
- › Arrange and schedule appointments for a politician
- › Travel and review service standards across several hotels
- › Work in a police station assisting victims of crime

1. Look at the six job categories at the top of this page. Which do you identify with most and why?
2. Read the instructions above the groups and select a task from each group 1–5.
3. Work in pairs. Match each task in the groups with the correct job category.
4. Work in groups and decide which are the most interesting tasks. Which job category is best for each of you, according to the tasks you selected?
5. Talk about three of the questions. Give reasons for your answers.
  1. Who have you discussed career choices with?
  2. Did your parents expect you to do the same jobs they do?
  3. How accurate do you think these kinds of tests are?
  4. Would you like to change careers during your working life or have the same career?

## 7

## Lesson 1 The digital nomad

**You first!** Work standing up or sitting down?



## Why you should take a stand against sitting

BY NICK MURPHY

Hey, fellow office drones! The fact that sitting is the new smoking is old news, but I'm going to bore you by talking about it anyway. Apparently, according to an important medical article on DrOnline, even doing hundreds of hours of exercise a week can't undo the harm caused by sitting for long periods. Heart disease, Type 2 diabetes, and depression are just some of the delights awaiting all you folks for every minute you spend sitting down. So, think about it, do you really want to stay clamped to an unhealthy chair for more than 18 hours a day, or be like me and switch to a standing desk?

Yes, people, I was a skeptic, too, until I saw the light. I noticed the difference immediately in the sense that now I feel way more self-satisfied and am bursting with enthusiasm. I've simply got to get out there and spread the word, in the most self-righteous way possible. Your legs might feel a little numb and your feet might be swollen at first, admittedly, but that's just all those calories you're burning off and the extra important enzymes or something that your body is producing.

Unless DrOnline comes up with any more evidence to the contrary, I'm going to persuade all my friends to change to a standing desk, too. If it goes well, I'm thinking of moving on to a treadmill desk which could also be hooked up to power the TV. So even when I come home, instead of collapsing on the couch in a semi-coma, I can enjoy my favorite shows while saving electricity as well as adding a couple of extra decades to my lifespan. Total win. By the end of the year, I may even have built myself a swimming desk. I think that is by far the best way to prepare for the predicted rise in sea levels, apart from anything else.

I hate to break it to you, but if you don't follow the trend and change to a standing desk – now – by this time next year, you probably won't be around.

### READING

#### 1. Look at the picture and talk about the questions.

1. What kind of working environment is shown?
2. What would be your ideal working environment?
3. What kind of desk is shown in the picture?
4. Have you ever used a desk like this? What are the advantages or disadvantages?
5. How does your working environment affect your health and well-being? Think about noise, other people, space, indoors / outdoors, etc.

#### 2. **THINK** Read the title of the article. What was the writer's goal in writing it?

#### 3. Read the article and check your ideas in Exercise 2. Then talk about the questions.

1. Why is sitting bad for you, according to the article?
2. What does the writer think of DrOnline articles?
3. Does the writer like the idea of a standing desk? Why? / Why not?
4. How does he use exaggeration for comic effect?
5. What does the writer say will happen to people who don't change to a standing desk?

### GRAMMAR

#### Comparison

#### 1. Complete the sentences with a suitable comparative phrase. There may be more than one possible answer.

1. She was ... the best candidate for the job.
2. I was ... more prepared for the interview this time and it paid off as I was offered the job.
3. Application numbers were much lower ... expected this time.
4. ... longer I stay in this job, ... more bored I get.

#### 2. Match the rules with the sentences in Exercise 1.

- a) We can add more emphasis to comparative expressions by using words such as *a little, a lot, even, far, rather, way* + comparative adjective or by using *than ever* after the adjective.
- b) We use *the* + comparative adjective and *the* + a second comparative adjective, to describe a person or thing that gains more of a particular quality and this causes a parallel increase of another quality.
- c) We can add emphasis to a superlative adjective using *by far, easily, or of all*.
- d) After *than* we often don't repeat subject pronouns with impersonal subjects, or auxiliary verbs with passive verbs.

☉ PAGE 170



## CITY HUB

- Find and underline three examples of comparisons in the article on page 74. Match them with the rules in Exercise 2 if possible. Explain the structure of any sentence which doesn't match the rules.
- Choose the correct words to complete the sentences.
  - Changing to a standing desk is *mostly the / by far the most* important change you can make to your working routine.
  - I've been *so much more energetic than / as energetic as* I used to be since I started exercising after work.
  - The average office worker spends *as long than / longer than* eight hours a day at their desk.
  - People are getting *more and more worried / The more and more worried* people are getting about the impact of sedentary jobs on their health.
  - The more / Even more* you stand up, *the stronger you will feel / you will feel stronger*.
  - Until relatively recently, female employees earned *considerably fewer / considerably less* than their male counterparts.

## LISTENING

- Work in pairs. Find the meanings of these words and phrases. Check in a dictionary or online if necessary.

a break room    co-working    digital nomad    freelance    in-house    millennial  
network    outsource    start-up    work remotely

- 2.19 Listen to a conversation about co-working. Who (Andrea, Marco, or Shelley) says that digital nomads ...
  - can't find traditional steady jobs?
  - care about their lifestyle?
  - can work anywhere because of the Internet?
  - are looking for a more balanced family life?
  - may not always enjoy working from home?
  - have different attitudes to previous generations?
- What jobs do Andrea, Marco, and Shelley do?
- Listen again. Which speaker made each statement? You won't hear exactly these words.
  - Increasingly, young people don't believe in the traditional career path of working for the same company for years.
  - Work is something you do in order to achieve something else.
  - We value being able to choose when we start and finish work.
  - It's common to want skills that you can use in different fields so that there are many more job options.
  - We are more likely to consider doing and seeing things to be more important than material possessions.
  - Not being tied down to staying in one place gives you a lot more choices.

## MANAGING CONVERSATION

### Filled pauses and hesitation

When you are speaking and are not quite sure what you are going to say, you can either pause to think or you can use a short phrase to fill the pause. This indicates to the listener that you are going to continue speaking. It also gives you time to think about what you want to say.

- 2.20 Listen and circle the phrases the speakers used.

ah I don't know I guess I mean kind of  
like uh ... sure um well You see

- Listen again and check.

## SPEAKING

- Compare co-working with a more traditional working environment that you have experience with. Answer the questions using comparative structures and phrases from Managing Conversation to hesitate or fill pauses.
  - What advantages or disadvantages are there to a traditional job compared to co-working?
  - How do you see your future work situation in five years? Will you be busier? Richer? Happier? In the same place or somewhere different?
- YOUR STORY** Take turns to talk about your own work or study environment. Do you prefer working on your own or with other people? Give reasons for your choice.



## Lesson 2 Secrets of success

**You first!** What does success mean to you?

# China's richest woman

**“Twice I even had to sell my house in order to pay my employees’ salary. Much like climbing a mountain, it’s not your physical strength that will get you to the top, but your tenacity and persistence.”**

**Z**HOU QUNFEI, who, as a factory worker, used to earn less than \$150 a month, was named China’s richest woman in 2015. Now with an estimated fortune of \$6 billion, she is part of a new generation of self-made billionaires who have emerged in China over the past decade. As an example of the fact that sheer hard work and even drudgery can eventually bring you great success, Zhou Qunfei’s astonishing **rags-to-riches story** has inspired millions of workers who have moved to the country’s big cities.

Zhou Qunfei, whose company Lens Technology supplies protective window glass used in Apple cell phones and other devices, was born in 1970 in a village in Hunan province in rural China. She had a difficult childhood – her mother died when Qunfei was a small child and her father had been blinded in an industrial accident, leaving the family in **extreme poverty**. He encouraged her to get ahead by working and studying hard so, as a teenager, she left home and got a job in a factory where she learned to shape glass for watches. At the same time, she studied accounting, computing, and business part-time at nearby Shenzhen University. Although she resigned from her job after three months because she found the job boring, her bosses, noticing her potential, wanted to keep her on and promoted her to head up a new department. She **rose up the ranks** of the company, then later became the director of the whole manufacturing process.

Qunfei used to send her wages home to her father. Then in 1993, when she was 22, she set up her own company using \$2,300 that she had saved from her earnings. Members of her family all helped in the business. However, it was hard work – Zhou Qunfei has said that over the years she had started 11 different companies before one of them took off and she became successful.

In 2001, upon winning a lucrative deal to make the screens for the biggest manufacturer of cell phones in China, her company’s fortunes



took a **dramatic leap forward**. Then, in 2003, she launched Lens Technology, with the aim of becoming the **leading supplier** of glass in the touch-screen device sector. The company now supplies products for many of the leading electronics giants such as Apple, Samsung, and Huawei. With so many of the world’s phone manufacturers as its customers, the number of orders Lens Technology takes is still growing. Zhou Qunfei, who says she is proud of her roots, really **hit the big time** when the company was launched on the Shanghai stock market.

Like many brilliant ideas, the **inspiration** for the invention that would help Qunfei make her millions was very simple. It came from a simple observation made as a child. She has said that she would watch drops of rain on lotus leaves and notice that they rolled across the surface without leaving any trace of water. This gave her the idea to create Lens Technology’s patented, scratch-resistant coating cell phone users are now so familiar with.

Is the former factory worker who now has a workforce of about 60,000 people comfortable with her **new-found fame**? She says she’s not and that when you are successful, you shouldn’t get carried away. But she also said that you should not let yourself get depressed when times are bad.

In a TV interview, Qunfei said her desire to learn was the **secret to her success** and that she was determined to remain grounded.

## READING 1

1. **THINK** Talk about the questions.

1. What makes someone successful?      2. How do you measure success in your own life?

2. Read the quote on page 76 by China's richest woman, Zhou Qunfei. What words would you use to describe her?

3. **GUESS** Look at the photos. What do you think the connection between them is? Read the article and find out.

4. What can you remember about these things?

- |   |   |
|---|---|
| 1. Zhou Qunfei's childhood              | 5. What Lens Technology produces        |
| 2. Billionaires in China                | 6. How many people work for her         |
| 3. Zhou Qunfei's early working life     | 7. What she feels about becoming famous |
| 4. How and when she started her company | 8. What she credits her success to      |

5. Work in pairs. Find these words and phrases in the article and talk about what they mean. Take turns using them in your own sentences.

drudgery   get ahead   get carried away   grounded   head up   launch   lucrative   persistence   tenacity

6. Complete the sentences with words and phrases in bold from the article.

- |  |  |
|--|--|
| 1. Zhou Qunfei's _____ is incredible because ... | 4. The company made _____ when ...                       |
| 2. She _____ of the watch glass factory by ...   | 5. The development that helped Zhou Qunfei _____ was ... |
| 3. The _____ for Zhou Qunfei's invention was ... | 6. The _____ is ...                                      |

7. Finish the sentences in Exercise 6 and add more information to write a short summary of the article.

## VOCABULARY Jobs and suffixes

1. Read the information about suffixes.

**dreamer**      **idealist**      **politician**

There are no definitive rules about suffixes for the names of jobs, but there are some common patterns. Scientific, technical, and medical jobs often end in *-ist* while traditional trades, semi-skilled, or unskilled jobs often end in *-er* and sometimes *-or*, e.g., *farmer*, *sailor*. These kinds of job titles are often closely linked to the verb form.

2. Complete the sentences with these words, adding the correct suffix *-ist*, *-er*, or *-ian*. You may need to change some spellings.

archaeology   beauty   cardiology   electricity   fundraiser   interpret   nutrition   statistics

- She started a blog about food and health and she's now training to be a / an \_\_\_\_\_.
- According to his \_\_\_\_\_, he needs to lose weight and exercise more if he wants to have a healthy heart.
- I work for a charity as a / an \_\_\_\_\_, but a lot of people are not interested in donating.
- Working as a / an \_\_\_\_\_ you have to listen very intently and think quickly.
- The \_\_\_\_\_ is coming around to completely rewire my apartment.
- Emily trained as a / an \_\_\_\_\_ and she now works in a salon giving treatments like facials and manicures.
- A / an \_\_\_\_\_ is someone who analyzes complex numerical data and gives it meaning.
- Hiking, working in the dirt, and digging up tiny pieces of pottery, metal, and bone are all part of the daily life of a / an \_\_\_\_\_.

3. 2.21 How are these sounds pronounced? Say each sound, then listen and check.

1. /f/

2. /tʃ/

3. /s/

4. /dʒ/

5. /g/

6. /k/

4. Match the underlined sounds in these jobs with the sounds in Exercise 3.

- |                       |                        |                          |
|-----------------------|------------------------|--------------------------|
| a) <u>ac</u> countant | g) <u>ch</u> emist     | m) phot <u>og</u> rapher |
| b) <u>ar</u> chitect  | h) <u>g</u> ardener    | n) <u>pr</u> ogrammer    |
| c) <u>as</u> tronomer | i) <u>h</u> airdresser | o) <u>sc</u> ientist     |
| d) <u>bi</u> ologist  | j) <u>j</u> ournalist  | p) <u>sh</u> oemaker     |
| e) <u>bu</u> tcher    | k) <u>m</u> anager     | q) <u>s</u> oldier       |
| f) <u>ch</u> ef       | l) <u>m</u> usician    | r) <u>w</u> atchmaker    |

5. 2.22 Now listen and check.



FOLORUNSHO ALAKIJA



INGVAR KAMPRAD



BIZ STONE



ROXANNE QUIMBY

**"I NEVER WENT** to a university and I am proud to say so because I don't think I have done too badly. You do not have to have a university education to be able to make it, so count yourselves privileged to have that education as part of the feather in your cap."

**FOLORUNSHO ALAKIJA**, NIGERIAN OIL BILLIONAIRE AND AFRICA'S RICHEST WOMAN (ADDRESSING STUDENTS AT THE UNIVERSITY OF LAGOS)

**"THE REAL STORY** of Facebook is just that we've worked so hard for all this time. I mean, the real story is actually probably pretty boring, right? I mean, we just sat at our computers for six years and coded."

**MARK ZUCKERBERG**, FOUNDER OF FACEBOOK

**"SUCCESS TO ME** is not about money or status or fame, it's about finding a livelihood that brings me joy and self-sufficiency and a sense of contributing to the world."

**ANITA RODDICK**, FOUNDER OF THE BODY SHOP

**"THE TEMPLES OF DESIGN** in places like Milan ... overflow with beautiful, original furniture that costs extortionate amounts of money. The vast majority of people don't have six-figure amounts in the bank and don't live in enormous apartments ... it is for just such people that I created Ikea. For everybody who wants a comfortable house in which to live well. A need that crosses all countries, races, and religions."

**INGVAR KAMPRAD**, FOUNDER OF IKEA

**"FOR A PRODUCT-DRIVEN** company like Burt's Bees, I think it's important to stay ahead of the curve with product innovation and listen closely to what the consumer tells you she wants, and remain faithful to your mission and values. No matter how trite it sounds, one must be faithful to one's vision and not settle for less no matter what the odds. Building a business requires a lot of personal and financial sacrifices that were unknown to me when I started out. Would I do it again? Absolutely!"

**ROXANNE QUIMBY**, FOUNDER OF BURT'S BEES, PERSONAL CARE PRODUCTS

**"THE CRITICAL INGREDIENT** is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer."

**NOLAN BUSHNELL**, ENTREPRENEUR

**"TIMING, PERSEVERANCE, AND** ten years of trying will eventually make you look like an overnight success."

**BIZ STONE**, CO-FOUNDER OF TWITTER

## READING 2

1. Work in groups. Talk about whether you'd like to start a business. What would it be?
2. Read the quotes by self-made billionaires and find out what type of business they have created.

3. Which person mentions ...

- |  |                                   |
|--|-----------------------------------|
| 1. wanting to do something to contribute to society? | 5. not having a formal education? |
| 2. wanting to help people live in attractive homes?  | 6. not having instant success?    |
| 3. thinking that ideas are not enough?               | 7. making personal sacrifices?    |
| 4. spending a long time at a computer?               |                                   |

4. Which character traits do you think the self-made billionaires have in common? Use your own ideas and these words and phrases to describe them.

ambition creativity loyalty vision dreamer entrepreneur idealist optimist make sacrifices make tough calls  
never give up stay ahead of the curve / game

5. Talk about the questions.

1. What does each person say you need to do in order to create a successful business?
2. Which three quotes do you like most? Write a one-sentence rule or slogan that summarizes each philosophy.
3. Which of these companies do you think is the most interesting and would you like to have started?



**EXPLORE ONLINE** Find another business success story. What do you admire or like about this person?

## SPEAKING AND WRITING

- THINK** Talk about one of these questions.
  - Why do you think there are so many new billionaires in China?
  - Do you think coming from a poor background is an advantage or disadvantage when it comes to being successful in business?
  - Do you think men and women have similar or different personality traits when running a business?
- Work with another pair who chose a different question. Share your ideas.
- In groups of three, you have three minutes to talk about three business ideas that you think would make you a millionaire.
- MINI-TALK** Choose one of the jobs mentioned in Vocabulary on page 77.
  - Prepare a talk aimed at schoolchildren called "A Day in the Life of a ..."
  - Give your talk to your group. The rest of the group are the audience and can ask questions.
- Choose one of these tasks.

- Write an article from the point-of-view of one of the self-made billionaires from Reading 2. Say why and how you started your business and what your philosophy is.
- Imagine you are a businessperson like Zhou Qunfei. Write a speech to give to a group of students graduating from college. Tell them how you started and give them advice about how to run a very successful company.

## TAKE A BREAK



When you're sitting at a desk, you get physically stressed. Your body is not designed to be in one position all the time. Get up and walk around for five minutes in order to stretch your arms, legs, spine, and shoulders.

## ✦ WHAT'S YOUR VIEW?

### What's the best way to succeed in business?

Work in small groups. Try and give some specific answers and refer to your own and other people's childhoods. Use the language in Managing Conversation on page 75 where appropriate.

- Look at this list of qualities that a successful businessperson may have. Talk about the questions.**
  - the ability to accept criticism
  - wanting to be rich never giving up, even after failure
  - taking risks
  - luck – being in the right place at the right time
  - a loyal business partner(s)
  - a brilliant idea or product
  - ruthlessness
  - making tough calls
  - Which ones do you think are the most important in order to succeed in business?
  - Which do you think you have or could develop?
- Work in groups. Read "Rules of the game" and talk about what they mean.**
  - Which rules do you agree with and disagree with and why?
  - Do the ends justify the means in business?
- Present your group's advice to the class about the best way to succeed in business. Include the personal qualities and rules of business that you think lead to success.**

**RULES OF THE GAME**

BUSINESS IS LIKE WAR.  
YOU HAVE TO COMPLETELY  
ANNIHILATE THE  
COMPETITION.

PUT YOURSELF FIRST, ALWAYS.  
ALWAYS THINK ABOUT  
THE BOTTOM LINE.

MIX SOCIALLY WITH OTHER  
SUCCESSFUL PEOPLE.

KEEP YOUR FRIENDS  
AND FAMILY CLOSE AND  
YOUR ENEMIES CLOSER.

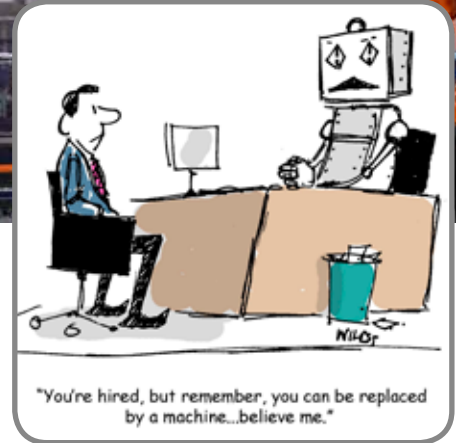
BE SEEN TO DO GOOD  
IN THE COMMUNITY.

WORK WITH INTELLIGENT PEOPLE.



# 7

## Lesson 3 The future of work



### VOCABULARY Work and technology

- Look at the cartoon and talk about the questions.
  - What is the cartoon about?
  - Do you think robots are going to take over the workplace?

- Work in pairs and explain these words. Use a dictionary if necessary.

algorithm    automate    automation    big data    drone  
 innovation    nanotechnology    production line    robot    transformational

- Complete the sentences with words from Exercise 2. Do you agree with these ideas?

- \_\_\_\_\_ are bound to take over a lot of our jobs in the next 20 years. \_\_\_\_\_ are already mostly run by them.
- A lot of transportation and factory processes are likely to become more and more \_\_\_\_\_.
- People who don't update their skills could find themselves unemployed. \_\_\_\_\_ means that more workers are losing their jobs.
- \_\_\_\_\_ are almost certainly going to replace human work.
- In another few years, \_\_\_\_\_ may have replaced most soldiers, film crews, farmers, and mail delivery services.
- The latest technological \_\_\_\_\_ will probably help industry in ways we can't predict.
- \_\_\_\_\_ is expected to become more important in many areas as our ability to create ever smaller devices improves.

### GRAMMAR Speculation

- Underline the phrases that are used for speculating in the sentences in Vocabulary Exercise 3 and answer the questions.

- What degree of certainty does each phrase express? Decide how certain it is from certain to not certain. Use the scale to determine the level of certainty.



- In which sentences could another modal verb be used to express a degree of certainty?

☉ PAGE 170

- Complete the sentences with an expression of speculation and the correct form of the verb in parentheses. More than one answer may be possible.

- By this time next year, the factory workforce \_\_\_\_\_ (increase) by ten percent.
- A lot of people \_\_\_\_\_ (change) careers several times in their working lives.
- Efficiency in the workplace \_\_\_\_\_ (improve) as processes become more automated.
- The only jobs in the future \_\_\_\_\_ (be) in entertainment or technology.
- Creative people are \_\_\_\_\_ (need) in the future.
- Automation \_\_\_\_\_ (allow) us a lot more time for leisure and travel.

- Work in pairs and compare your answers to Exercise 2. Which expressions did you use? Do you agree with the predictions?

## LISTENING 1

- 2.23** Listen to an interview about jobs in the future. Number the topics in the order you hear them.

a) <input type="checkbox"/> A good education is likely to protect people from becoming unemployed.	e) <input type="checkbox"/> Nearly half of jobs in the US could be replaced by computers within 20 years.
b) <input type="checkbox"/> There will be new jobs and industries in the future.	f) <input type="checkbox"/> It's difficult to predict what new occupations there will be a demand for.
c) <input type="checkbox"/> Technology has always replaced traditional jobs.	g) <input type="checkbox"/> Society may become more unequal as a result of automation.
d) <input type="checkbox"/> Workers are more expensive than algorithms.	
- Listen again. Write three questions about the ideas in the interview.
- EVERYBODY UP!** Go around the class and ask and answer your questions.

## SPEAKING

- Choose two of the questions to talk about.
  - What kind of work might people be doing 50 years from now? Read the list and predict which jobs may still be needed and which could disappear:
 

airline pilot	computer programmer	dental hygienist	farmer	jeweler	journalist
	physiotherapist	radio host	sports coach		
  - How much time are people likely to spend working in the future? What would be the best and worst job and why?
  - What effect could new technology and increasing automation have on society?
  - Do you think technology is bound to become essential for most jobs?
- Compare your ideas with another pair.
- Tell a partner what would be the best and worst job and why.

## LISTENING 2

- Look up the words in A (1–8) in a dictionary or online and match them with meanings a–h.

<b>A</b>	1. <input type="checkbox"/> ad infinitum
	2. <input type="checkbox"/> bottleneck
	3. <input type="checkbox"/> code
	4. <input type="checkbox"/> cue
	5. <input type="checkbox"/> distinguish
	6. <input type="checkbox"/> draw on
	7. <input type="checkbox"/> elimination
	8. <input type="checkbox"/> scale

<b>B</b>	a) a set of instructions used to program computers
	b) a signal that tells you that you should do something or behave in a particular way
	c) repeating again and again
	d) use something that you have learned
	e) recognize the differences between
	f) a problem that delays something else from happening
	g) the size, degree, or rate of something
	h) the process of removing something

- Add the parts of speech and any grammatical information to the words in Exercise 1. What other literal or figurative meanings can you find for some of the words?
- GUESS** You are going to hear part of a lecture about the role of robots in the 21<sup>st</sup> century workplace. Choose three of these topics and imagine what it might say.
 

1. Three things that machines cannot replace	4. How "big data" will change society
2. Why robots cannot write songs	5. What algorithms can eliminate
3. What has happened to information	6. When the speaker thinks we will have robot servants
- 2.24** Listen to the lecture and make notes about the six topics. Were you right about the three you chose? Choose one of these topics to write about. Write about 200 words.

- Write an article outlining the advantages or dangers of automation in society.
- Imagine you are a robot in the future. Write a letter to the human you serve speculating about what life would be like if robots did not exist.
- Write an article with the title *What will the most typical jobs be in 50 years?*

CEFR C1

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JETSTREAM Cloud with LMS



Workbook

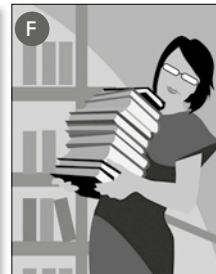
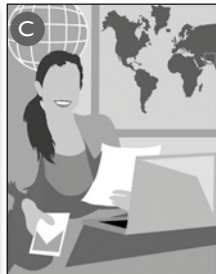
# 7

# Get to work

## VOCABULARY

### Job categories

1. Match each picture (A–F) with a job (1–6) and a category (a–f).



1. a lifeguard      2. a librarian      3. a scientist      4. an artist  
 5. a receptionist      6. a nurse  
 a) Administrative      b) Creative      c) Helping      d) People  
 e) Practical      f) Technical

## GRAMMAR

### Comparison

2. Choose the correct words to complete the conversation.

- A <sup>1</sup>Even / *By far* the most interesting candidate was Ana. She is <sup>2</sup>a lot more qualified / *a lot more qualifications* than the other candidates and she was <sup>3</sup>so much more / *even more* enthusiastic during the interview.
- B That's true, but look at Marco. He was <sup>4</sup>easily better prepared / *easily the best prepared* for the task we sent out in advance. The others were <sup>5</sup>more laid-back / *the more laid-back* than they should have been, if you ask me. Not only that, Ana asked for \$50,000, which is <sup>6</sup>much higher / *a much higher* salary expectation <sup>7</sup>than was / *than it was* mentioned by the rest of the applicants.
- A Yes, that's true. But to be honest, <sup>8</sup>the more / *more* people we interview, <sup>9</sup>the hardest / *the harder* it is to decide who to hire!

3. Read the statistics and complete the sentences using the words in parentheses.

## Working hours around the world

- The average working week in the US is 34.4 hours.
- German workers put in just 26.4 hours a week compared to Greek workers, whose average working week is 39.27 hours.
- The average working week in France is 28.3 hours.
- The Mexicans work an average of 42.9 hours a week.
- In Ireland, employees spend 35 hours a week working.
- In South Korea, people work 40.95 hours a week.

1. French workers work about \_\_\_\_\_ the Americans. (LESS)
2. \_\_\_\_\_ workers are the Mexicans. (BY FAR)
3. The Irish put in \_\_\_\_\_ time at work \_\_\_\_\_ . (A LITTLE)
4. German workers spend \_\_\_\_\_ at work \_\_\_\_\_ workers. (WAY)
5. German workers work \_\_\_\_\_ number of hours \_\_\_\_\_ . (OF ALL)
6. Working hours in South Korea \_\_\_\_\_ the average for the world. (LONGER)

## VOCABULARY

### Ways of working

4. Complete the blog with the correct form of the words in the box.

co-working    digital nomad    freelance    in-house net-work    outsource    start-up    work remotely

Deep breath – we finally got the green light for a loan for our <sup>1</sup>\_\_\_\_\_ web design company, so listen up, all you creatives! At first, we're going to <sup>2</sup>\_\_\_\_\_ projects to <sup>3</sup>\_\_\_\_\_ workers because we're basing the business from home and clearly in this cute little apartment (with two cats) we don't have space for <sup>4</sup>\_\_\_\_\_ staff. We know there are a lot of you <sup>5</sup>\_\_\_\_\_ out there who prefer to <sup>6</sup>\_\_\_\_\_, as it means you can choose where you want to live. If everything goes well, we hope to move to a <sup>7</sup>\_\_\_\_\_ space which will allow us to <sup>8</sup>\_\_\_\_\_ with other small companies and expand. Follow us here for more updates!



# 7

## Get to work

### VOCABULARY

#### Jobs and suffixes

5. Read the job descriptions and write the name of the corresponding job using the words in the box with the correct suffix: *-ist*, *-ian*, *-or*, or *-er*.

anaesthetics art therapy carpentry  
comedy curate illustrate  
interior design obstetrics radiography

- I'm a doctor who takes care of women during pregnancy and childbirth. \_\_\_\_\_
- I put people to sleep before they have an operation. \_\_\_\_\_
- I draw the pictures in children's books. \_\_\_\_\_
- I choose the decoration and furniture for people's houses. \_\_\_\_\_
- I select what to put into exhibitions in museums. \_\_\_\_\_
- I tell jokes and make people laugh. \_\_\_\_\_
- I make things out of wood. \_\_\_\_\_
- I use painting and drawing to help people solve problems. \_\_\_\_\_
- I operate equipment that can take pictures of the inside of the body. \_\_\_\_\_

### VOCABULARY

#### Work and technology

6. Write the correct words next to the definitions.

- \_\_\_\_\_ *adjective* relating to the result of something changing completely from one thing to another
- \_\_\_\_\_ *noun* [C] a set of rules that a computer uses to perform tasks
- \_\_\_\_\_ *noun* [C] a factory process in which people or machines make things in a series of steps that are arranged in a line
- \_\_\_\_\_ *noun* [C] a machine that can work on its own to do work that humans usually do
- \_\_\_\_\_ *noun* [C] a small aircraft without a pilot that is controlled remotely to perform tasks
- \_\_\_\_\_ *noun* [C] a new idea or method of doing something or a new technological development
- \_\_\_\_\_ *noun* [U] the process of changing to a system of using machines to do work instead of people, for example, in a factory
- \_\_\_\_\_ *noun* [U] the science of using very tiny devices made of single atoms and molecules to build equipment
- \_\_\_\_\_ *noun* [U] the very large quantities of data that are generated by activity on the Internet
- \_\_\_\_\_ *verb* [T] to make machines do work instead of people, for example, in a factory

### GRAMMAR

#### Speculation

7. Match the sentence halves. Then complete the predictions with the correct form of a suitable word or phrase in the box.

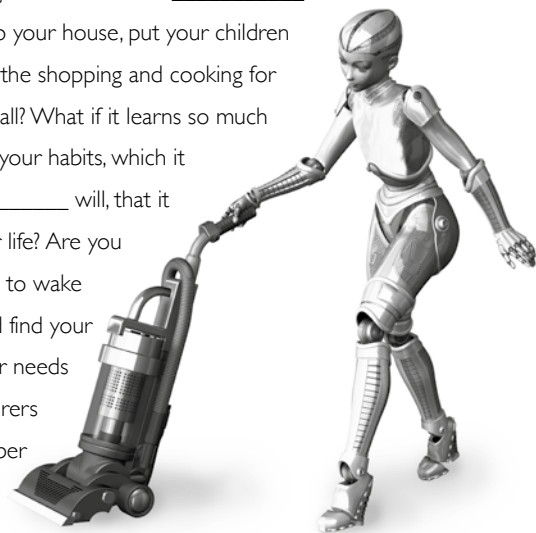
almost certainly are bound to are expected to  
are likely to may would lose

- The World Economic Forum predicted in a recent report that \_\_\_\_\_
- A cell phone company has announced that 60,000 jobs in a factory in China \_\_\_\_\_
- If StarGlass finds reducing labor costs is successful, \_\_\_\_\_
- Thanks to the introduction of drones, \_\_\_\_\_
- When they built bridges over the Thames, the boatmen complained that \_\_\_\_\_
- Those people who are well-qualified and hard-working \_\_\_\_\_

- \_\_\_\_\_ have been replaced by robots by the end of the year.
- they would \_\_\_\_\_ become unemployed.
- \_\_\_\_\_ be in a good position to find new careers in the future.
- it's possible that other hi-tech companies \_\_\_\_\_ follow suit.
- more than five million people \_\_\_\_\_ their jobs in the next wave of the technological revolution.
- workers in many sectors \_\_\_\_\_ find themselves without a job over the next decade.

8. Complete the paragraph with one word in each gap.


A robot that looks like a very realistic, albeit, synthetic human being is about to <sup>1</sup> \_\_\_\_\_ the latest must-have gadget for the futuristically minded among us. At around \$250,000, it's <sup>2</sup> \_\_\_\_\_ not going to be within everyone's price range, but wait until you see how your synth could <sup>3</sup> \_\_\_\_\_ with your demanding schedule. The idea of a robotic servant that looks almost as good as a normal housekeeper, apart from those slightly vacant eyes, <sup>4</sup> \_\_\_\_\_ sound like a dream come true, but are there any disadvantages? Your android <sup>5</sup> \_\_\_\_\_ be able to clean up your house, put your children to bed, and do the shopping and cooking for you, but is that all? What if it learns so much about you and your habits, which it almost <sup>6</sup> \_\_\_\_\_ will, that it takes over your life? Are you <sup>7</sup> \_\_\_\_\_ to wake up one day and find your family no longer needs you? Manufacturers say a high number of orders is <sup>8</sup> \_\_\_\_\_.



# 7

## Get to work

### LISTENING

9.  15 Listen to a career counselor giving advice about how to write a résumé and complete the notes with words you hear.

A résumé also known as a <sup>1.</sup> \_\_\_\_\_  
 Age / marital status not <sup>2.</sup> \_\_\_\_\_  
 Education to include: <sup>3.</sup> \_\_\_\_\_  
 Important to mention <sup>4.</sup> \_\_\_\_\_ from previous jobs  
 Useful to include any <sup>5.</sup> \_\_\_\_\_ or <sup>6.</sup> \_\_\_\_\_ work  
 Reason to include hobbies: <sup>7.</sup> \_\_\_\_\_  
 Examples of skills: <sup>8.</sup> \_\_\_\_\_

10. Read the extracts from Lea Perez's résumé and write which sections of the résumé they come from. One section is used twice.

- Familiar with Microsoft Excel and Word programs  
\_\_\_\_\_
- 2007 Server at Full of Beans Café, Boston, MA  
\_\_\_\_\_
- 2008–2009 Gap year volunteering in Argentina, teaching English  
\_\_\_\_\_



- 2012 Intern at the Flatbush Arts Center  
\_\_\_\_\_
- 2009–2012 University of Massachusetts, BA in Communication Arts  
\_\_\_\_\_
- 2014–2016 Researcher and director's assistant, TX Media Productions  
\_\_\_\_\_
- Film and theater; member of Lighthouse Drama Club, acting in and directing various productions  
\_\_\_\_\_
- lea@perez.net  
\_\_\_\_\_

11. Listen again and choose the best answer for each question.

- Who is listening to the talk?
  - Graduates looking for their first job
  - People who have had a career break
  - Older people trying to change careers
- What happened to married women in the past?
  - They were refused jobs.
  - They left their jobs voluntarily after marriage.
  - They were not legally allowed to work.
- What does the speaker say about qualifications?
  - Education is probably more important than anything else.
  - Employers are more interested in your work experience.
  - They are very important because of the amount of competition in the workplace.
- Why might an internship be useful?
  - It gives you something to put on your résumé.
  - It shows you have worked in a team.
  - You meet people who will help you find a permanent job.
- Why should you put the fact that you run a part-time cottage industry on your résumé?
  - Because it's more interesting than hobbies such as karate.
  - Because it shows that you have experience in running a small business.
  - Because it's useful to be able to make cakes.
- Which of the following would probably *not* be appropriate to include under the Skills heading?
  - The fact that you can speak fluent Spanish.
  - The fact that you have a motorcycle license.
  - The fact that you are good team worker.

12. Complete the sentences with the words or phrases from the talk.

- It's often difficult to find work once you've been out of the \_\_\_\_\_ for a while.
- After years of not playing, Cathy decided to \_\_\_\_\_ her clarinet and join a jazz band.
- It was fairly \_\_\_\_\_ that Joel was lying about his previous job – the dates just didn't match those on his résumé.
- There are strict laws about \_\_\_\_\_ in employment now – employers can't discriminate against you because of your race, gender, or beliefs.
- Janet proved to be a real \_\_\_\_\_ in our last project – we'd never have finished it on time without her input.
- Margot is a really \_\_\_\_\_ person – she works hard, but she has lots of hobbies, too. And she always has time for her friends!
- I think we all have the \_\_\_\_\_ for achieving our goals, but sometimes life just doesn't work out!

# 7

## Get to work

### READING

#### 1. Answer the questions so they are true for you.

- What different resources have you used to find jobs?  
\_\_\_\_\_
- How do you use the Internet when job hunting?  
\_\_\_\_\_
- Have you ever been given any advice about the best way to apply for a job? What was it?  
\_\_\_\_\_
- What's the best way to prepare for an interview?  
\_\_\_\_\_

#### 2. Read the article on page 51 and answer the questions.

- What is the purpose of the article?  
\_\_\_\_\_
- According to the recruitment experts, what common mistakes do people make:
  - before an interview?  
They don't \_\_\_\_\_
  - when completing an application form?  
They don't \_\_\_\_\_
  - when searching for jobs?  
They are not \_\_\_\_\_
  - during an interview?  
They are not \_\_\_\_\_
- What advice does each person give about how to get a job?
  - Janice Gold: Find out \_\_\_\_\_
  - Sean O'Connor: Demonstrate \_\_\_\_\_
  - Amina Patel: Use \_\_\_\_\_
  - Benjamin Ho: Think about \_\_\_\_\_

#### 3. Match the people (A–D) with the advice they are likely to give.

- The interviewer wants to find out about what you're really like. \_\_\_\_\_
- Take the time to make an effort with your application. \_\_\_\_\_
- Make sure you are well-informed about the company you want to work for. \_\_\_\_\_
- Use sites such as LinkedIn and Facebook to promote yourself. \_\_\_\_\_
- Talk about things you've done and how they might help in the job. \_\_\_\_\_

- A. Janice Gold
- B. Sean O'Connor
- C. Amina Patel
- D. Benjamin Ho

#### 4. Are the sentences true (T) or false (F) according to the article?

- It can be overwhelming for bosses to recruit staff. T / F
- Candidates should take advantage of an employer's online profile. T / F
- Employers respond better to personalized résumés than to standard application forms. T / F
- It is essential to be qualified in computer skills for all jobs. T / F
- Activities at college can translate into job-ready skills. T / F
- You should apologize to your interviewer if you are acting nervous. T / F

#### 5. Find the words and phrases (1–10) in the article and match them with the meanings (a–j).

- |                      |                          |
|----------------------|--------------------------|
| 1. dig deep          | <input type="checkbox"/> |
| 2. generic           | <input type="checkbox"/> |
| 3. go the extra mile | <input type="checkbox"/> |
| 4. online presence   | <input type="checkbox"/> |
| 5. prospective       | <input type="checkbox"/> |
| 6. retort            | <input type="checkbox"/> |
| 7. self-effacing     | <input type="checkbox"/> |
| 8. shoot off         | <input type="checkbox"/> |
| 9. tailor            | <input type="checkbox"/> |
| 10. urban legend     | <input type="checkbox"/> |
- 
- To write and send a message or letter very quickly without much thought
  - Expected in the future
  - A story that people often repeat, but that may not be true
  - To make something suitable for a specific purpose
  - Modest and trying not to get attention
  - A profile on social media so that people can find out about you
  - A quick or angry reply
  - Relating to a type or group of similar things
  - To make more effort than usual
  - To try very hard

#### 6. Think about the questions. Then choose one and write about it.

- Is it harder to find a job now than it used to be? If so, why?
- Is there such a thing as a "job for life" these days?
- Have you ever been on an interview panel? If so, was it easy to select the right candidate? If not, do you think it would be an enjoyable experience?

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## 7

# SECRETS OF SUCCESSFUL JOB-HUNTING

THERE'S AN URBAN LEGEND THAT A BOSS PUT HALF THE APPLICATIONS HE RECEIVED FOR A JOB IN THE GARBAGE AT RANDOM WITH THE RETORT: "I DON'T WANT TO EMPLOY UNLUCKY PEOPLE!" BUT HOW DO YOU GET A JOB THESE DAYS IN A CLIMATE OF FIERCE COMPETITION AND EVER-INCREASING EMPLOYER DEMANDS? WE SPOKE TO FOUR EXPERTS AROUND THE ENGLISH-SPEAKING WORLD TO FIND OUT HOW CANDIDATES CAN AVOID SOME COMMON MISTAKES WHEN APPLYING FOR JOBS.



## JANICE GOLD

RECRUITMENT AGENCY FOUNDER  
AUSTIN, TEXAS

A lot of candidates just don't do enough preparation before an interview. I recommend researching the company – what it does, and what the people are, and what the job you're going for involves. The more knowledgeable and prepared you are, the more a prospective employer will take notice and see that you're genuinely interested. There's no excuse not to do your homework. You should always check out the company's posts on Twitter and Instagram before the interview and find out something about the person you're meeting and the organization you're applying for.



## SEAN O'CONNOR

HUMAN RESOURCES MANAGER  
DUBLIN, IRELAND

There's nothing more off-putting than a cut-and-paste application form that has nothing personal in it. While writing an individual letter or customizing your résumé to suit a specific employer is obviously time-consuming, just shooting off a generic e-mail aimed at any anonymous human resources manager will quickly end up in the waste basket. Do your research and actually read the job description thoroughly so that you can tailor your résumé and cover letter to demonstrate precisely why you're the best candidate. It does take time, but going the extra mile will get results!



## AMINA PATEL

DIGITAL RECRUITMENT ADVISER  
SYDNEY, AUSTRALIA

My number-one tip is to use social media and mobile apps to look for jobs. Invaluable information about an employer or possible future colleagues and the culture of a company can be found on work-specific platforms like LinkedIn. In the global marketplace, there are no barriers to getting a job if you're digitally connected 24/7. Millennials take the online world for granted, but they also need to use social media as a job-hunting and professional networking tool. Employers in the hi-tech sector demand a good understanding of how to use software and apps, so if the job you want requires you to be way more digitally minded than other people, make sure you're up-to-date and confident. In my view, too many people don't know how to market themselves by having an online presence.



## BENJAMIN HO

UNIVERSITY CAREER COUNSELOR  
BOSTON, MASSACHUSETTS

By far the most important advice I can give to someone going for an interview is be yourself and be real! Dig deep and find examples from your own personal experience that you can talk about. Even if a job you've done isn't in the same field as the one you're applying for, there are skills you've acquired there that can be transferred to another sector, so talk about it. And if you've just finished college and don't yet have work-related experience that's relevant to the question you were asked, think about any time-off project or college club you were involved in. Think about how the skills you've learned could be useful for the job you want. And don't let the interviewer know you're nervous or apologize acting in a self-effacing way makes you seem like you lack self-confidence. You'll make a much better impression if you come across as genuine and confident.



# 7

## Vocabulary PLUS

### PHRASAL VERBS WITH *work*

#### 1. Match the phrasal verbs (1–6) with the meanings (a–f).

- |                       |                          |
|-----------------------|--------------------------|
| 1. work around        | <input type="checkbox"/> |
| 2. work at            | <input type="checkbox"/> |
| 3. work something off | <input type="checkbox"/> |
| 4. work something out | <input type="checkbox"/> |
| 5. work through       | <input type="checkbox"/> |
| 6. work up to         | <input type="checkbox"/> |

- a) to try hard to improve  
 b) to prepare to do something, especially if it is difficult  
 c) to decide, agree on, or calculate something  
 d) to find a way to deal with a problem successfully  
 e) to get rid of something by doing a physical activity  
 f) to think and talk about a personal problem in order to solve it

#### 2. Complete the sentences with the correct form of a phrasal verb from Exercise 1. You may need to add words.

- He's \_\_\_\_\_ his anger issues with a counselor.
- I ate so much that I'm going for a run now to \_\_\_\_\_.
- I don't think I'm ready to apply for a promotion just yet. I need to get more experience and \_\_\_\_\_ a more senior position.
- We don't have the right tools for the job, but I think we can \_\_\_\_\_.
- We couldn't seem to agree on anything at first, but eventually we \_\_\_\_\_.
- She really \_\_\_\_\_ improving her spoken English and now she has been offered a great job.

#### 3. Complete the sentences with the correct form of the expressions with *work* in the box.

to work both ways  
 to work your way  
 to work on something  
 to have your work cut out  
 to do someone's dirty work for them  
 the works  
 to work the system  
 to make fast / short work of something

- I'm going to have a hamburger with cheese, pickles, lettuce, ketchup, mayonnaise – \_\_\_\_\_.
- They really \_\_\_\_\_ to get all those orders ready for next week.
- Jack asked me to \_\_\_\_\_. I have to choose one of the interns to stay and fire the other one.
- Georgia's slowly \_\_\_\_\_ across Asia on a backpacking trip.
- Please don't hassle me about my job application!  
I \_\_\_\_\_.
- You \_\_\_\_\_ that plate of pasta. You must have been starving.
- Management and staff will each benefit from the new deal – \_\_\_\_\_.
- If you know how to \_\_\_\_\_, you can get lots of overtime pay.

## Language in Action

### Pitching a business idea

#### 4. Correct the mistakes in the expressions.

- I like you to consider a new idea I've had.
- If we may sell it at a cheap enough price ...
- It would very popular.
- So, we step out with this new design.
- Teenagers are potential a huge market.
- This could be our big opportunity for us.
- Well, my view is whether it could catch on very quickly.
- In fact, the later sales figures show that we have a good market share already.
- We know out of our research into young people's computer habits how long they spend online every day.
- From what I might see, this idea has great potential.
- So, let's see again at which are our most popular products.

#### 5. Choose corrected expressions from Exercise 4 to complete the conversation. There may be more than one possible answer.

- RITA 1. \_\_\_\_\_.
- BOB OK, Rita. Pitch it to me, I'm listening!
- RITA Our MoneyWorks app is doing well in all sectors, but we could rebrand it for a younger market. I think it would be very popular with 13- to 17-year-olds. 2. \_\_\_\_\_. And we know they basically do everything through their phones. And they don't know much about managing money.
- BOB That's true. Except budgeting doesn't sound very interesting to teenagers.
- RITA Right. 3. \_\_\_\_\_. Fresh colors and voice recognition. Features aimed at high school students. New packaging and a marketing campaign on social media.
- BOB What about price? This age group doesn't have much disposable income.
- RITA Maybe not. But 4. \_\_\_\_\_, I really think it would do well. They learn how to track spending, save, and understand banking.
- BOB I think you're right. 5. \_\_\_\_\_. Well done, Rita. E-mail me your proposal, will you?

## WHAT CAN YOU REMEMBER?

1. Choose a, b, or c. Then look back at Units 7 and 8 to check.

- How many job categories were in the work questionnaire?  
a) five b) six c) seven
- What does Zhou Qunfei's company produce?  
a) software for cell phones b) glass for cell phones c) cell phones
- Who was the co-founder of Twitter?  
a) Biz Stone b) Nolan Bushnell c) Mark Zuckerberg
- What percentage of jobs in the US could be replaced by computers?  
a) about 60% b) about 40% c) about 50%
- What new box did Dana pitch to Marianne?  
a) the Diet Box b) the Gourmet Box c) the Organic Box
- In what period on the timeline of 20th-century music does ragtime appear?  
a) 1900s b) 1950s c) 1970s
- Who has worked as the rock critic of the *Daily News*?  
a) Mike McCourt b) Ned McCormack c) Neil McCormick
- Who wrote the song *The River*?  
a) Bruce Springsteen b) Lennon and McCartney c) Gnarl's Barkley
- Which is *not* true about learning a musical instrument?  
a) It can increase your IQ. b) It can improve your ability in sports.  
c) It can provide health benefits.
- Who composed the theme music for the James Bond movies?  
a) Thomas Newman b) Hans Zimmer c) John Barry

2. Write down what these things or people have in common.

- a digital nomad / a co-working space

\_\_\_\_\_

- Folorunsho Alakija / Roxanne Quimby

\_\_\_\_\_

- soccer referees / restaurant staff

\_\_\_\_\_

- a capella* / rap

\_\_\_\_\_

- preferred motor tempo / dopamine

\_\_\_\_\_

- incomplete figure-drawing challenge / word association

\_\_\_\_\_

3. What or who is:

- the asset light generation?

\_\_\_\_\_

- the saying, "Keep your friends and family close and your enemies closer"?

\_\_\_\_\_

- big data?

\_\_\_\_\_

- fusion?

\_\_\_\_\_

- Daniel Levitin?

\_\_\_\_\_

- Ken Robinson?

\_\_\_\_\_


## PRONUNCIATION POINT

1. Say the words. Which underlined sound is different?

- a) butcher  
b) teacher  
c) chemist
- a) biologist  
b) programmer  
c) soldier
- a) chef  
b) musician  
c) astronomer
- a) shoemaker  
b) architect  
c) accountant

2. Write the correct phonetic symbol for the underlined symbol in each word in Exercise 1.

/ʃ/ /tʃ/ /s/ /dʒ/ /g/ /k/

3.  17 Listen, check, and repeat.

## EXPLORE ONLINE

1. Answer these questions.

- If you could do any job, what would it be?
- Is it easy to change jobs or re-train in something different?
- How many unusual jobs can you think of? Scan the code and find out.



2. Prepare a mini-presentation with your answers from Exercise 1. Write/Record your talk.

# Check your progress

# 4

## GRAMMAR

### 1. Write sentences using the prompts. Change the form of words and add words if necessary.

- we / worried / work / future / because / more / jobs / replace / robots  
\_\_\_\_\_
- more / music / listen / before / operation / less / anxious / feel  
\_\_\_\_\_
- automation / certainly / make / people / happy / fulfilled / because / free time  
\_\_\_\_\_
- it / would / be / impossible / predict / poor / factory worker / become / China / rich / woman  
\_\_\_\_\_
- hate / is / go / gym / have to / listen / loud / dance music  
\_\_\_\_\_

\_\_\_\_\_ / 5

### 2. Find five mistakes in the conversations and correct them.

- A Have you ever been to the Lollapalooza music festival?  
B No, I have never.  
\_\_\_\_\_
- A If you could take up a musical instrument, which would it be?  
B The piano, I think so.  
\_\_\_\_\_
- A Fabienne thinks she's a really good singer.  
B She's anything but it.  
\_\_\_\_\_
- A I'm driving all the way to Mexico City to see this amazing art exhibition, but I think it's worth it.  
B I think also.  
\_\_\_\_\_
- A Did you know Martin could play the saxophone?  
B Oh, he can, isn't it? He's kept that quiet!  
\_\_\_\_\_

\_\_\_\_\_ / 5

## VOCABULARY

### 3. Complete the sentences.

- An \_\_\_\_\_ is someone who literally digs up the past in order to find out about how people used to live.
- In order to be a \_\_\_\_\_, you have to go for an audition to get a license. Then you can earn money from playing for the public in the street.

★	I can use comparison and speculation.
★	I can use ellipsis and substitution.
★	I can use fronting and cleft sentences.

★	I can use job suffixes and talk about jobs.
★	I can talk about work and technology, musical genres, songs, and playing music.
★	I can recommend and give advice.
★	I now have more C1 skills.

★	I can use expressions to hesitate, fill pauses, and emphasize.
★	I can write a cover letter and a review.

- A \_\_\_\_\_ is a doctor who specializes in treating disorders and diseases of the heart and circulatory system.
- Smaller and smaller electronic devices are generating the need for increasingly sophisticated \_\_\_\_\_.
- In the movie *Modern Times*, Charlie Chaplin is seen working on a \_\_\_\_\_ in a factory which makes him behave somewhat robotically.
- When you go to a rock concert, you want to hear all the big famous \_\_\_\_\_ that the audience can \_\_\_\_\_ to.
- Thomas Newman has composed some of the best-known movie \_\_\_\_\_ of the last 20 years.
- After singing \_\_\_\_\_ to the baby for half an hour, the mother still couldn't get him to go to sleep.
- Pentatonix are a great \_\_\_\_\_ singing group – you can hardly tell they're not using any instruments because their voices are so versatile.

\_\_\_\_\_ / 10

## PARAGRAPH COMPLETION

### 4. Complete the paragraph with appropriate words.

Whatever your chosen profession or job, these days it's becoming <sup>1</sup>\_\_\_\_\_ and more important to come up with new creative ideas in order to move ahead in your career. Insight and innovation are <sup>2</sup>\_\_\_\_\_ tools psychologists say we need in order to do <sup>3</sup>\_\_\_\_\_. But how do we cultivate creativity in young people in preparation for the brave new world of work, when research tells us that schools may be killing creativity? Some psychologists think that <sup>4</sup>\_\_\_\_\_ children's physical freedom has declined, <sup>5</sup>\_\_\_\_\_ has their ability to think and act creatively. Spending longer and longer chained to desks and computers will almost certainly affect our mental flexibility at any age. Your best ideas may pop into your <sup>6</sup>\_\_\_\_\_ when you <sup>7</sup>\_\_\_\_\_ expect it, and whether you are a morning or an afternoon person is <sup>8</sup>\_\_\_\_\_ to have a bearing on your concentration as well as your creativity. The best companies allow staff time during the day to reflect, to meet in break rooms, and even to play. <sup>9</sup>\_\_\_\_\_ companies leave business to the men in suits, nobody knows. But <sup>10</sup>\_\_\_\_\_ thing I know for certain – creativity can make us more productive at work and happier as human beings.

\_\_\_\_\_ / 10

\* For a writing activity related to Units 7–8, turn to page 89.

Deborah Friedland  
with Mary Tomalin

**AMERICAN**

# **JETSTREAM**

Advanced

Comprehensive introduction and overview

Extension activities

Culture notes

Ideas for mixed-ability classes

Photocopiable activities

Technique banks

Teacher's Guide





## 7

## Get to work

UNIT  
FOCUS**GRAMMAR:** comparison; speculation**VOCABULARY:** jobs and suffixes; work and technology**FUNCTIONS:** filled pauses and hesitation; pitching a business idea

## Introduction p73

## Aims

The focus of this lesson is to introduce the topic of work by doing a psychometric test to find out which job category students are most suited to. They then have a chance to discuss different aspects of preparing for a career and relating it to their personal experience.

## Warm-up

Students say what job they thought they would do when they were a child. Elicit some ideas. Ask: *Were your ambitions realistic? Do you still want to do the same work now? Why? Why not?*

1. Focus on the pictures and names of six job categories. Ask: *What job does each picture show?* The pictures will help them understand the categories as each one is an example of a job in that category (*practical = beach lifeguard, administrative = librarian, technical = scientist, creative = potter, people = tourist information officer, helping = nurse*). Students talk about which of the job categories they identify with. Elicit some responses from individual students and ask them to give reasons. Give a personal example, e.g., *As a teacher, I identify with the "helping" category because I like doing things for other people*. If students are already employed, ask them which category the job they do is in and whether it is the same as the one they said they identify with most.

**EXTRA IDEA** Give students a minute to brainstorm as many other jobs as they can in each category. Elicit ideas from the whole class.

2. Tell students they are going to do a short psychometric test to see which type of job they are suited to. If you like, read out the *Background information* about psychometric tests, or ask if anyone knows what they are. (Note that they may talk further about these tests in Exercise 5.) Read the instructions for the quiz aloud and nominate a student to paraphrase them to make sure everyone is clear on what they have to do. Or paraphrase yourself. Pick just one task from each group 1–5 that you would like to do most. Advise students to look up or try and guess the meaning from context of any unfamiliar words in the task descriptions. You might also tell them not to think for too long about it, but underline or circle the task that appeals to them the most in each group. Give students two or three minutes to choose individually.

**MA** Put stronger and weaker students together in pairs to talk through the tasks in the groups before choosing. Stronger students can then help to explain any unknown language in the descriptions before going on to choose which ones they would like to do.

**TIP:** Exploit opportunities for peer-teaching and peer support. You may want to swap pairs around so that lower and higher level students work together sometimes, provided they get on well with each other.

**BACKGROUND INFORMATION** Psychometric

tests are commonly carried out in schools, colleges, or by career counselors to help people decide on suitable jobs and careers. The questions focus on different aspects of your aptitude for a type of job, e.g., whether you like working in a team or alone, whether you are a "people person" or whether you prefer working towards short-term or long-term goals.

3. Tell students they are going to decide which category the jobs in each group are in. Do the first few as an example with the whole class. Write the categories on the board, then ask individual students to add one task from Group 1 to each category. Students then continue in pairs. You might want to check the following vocabulary before students start.
  - Group 1:** *genetic* (= related to the cells that make up people's physical characteristics), *intensive care unit* (= the department in a hospital where extremely sick people are treated),
  - Group 2:** *metal deposits* (= small pieces of pure metals found in the ground)
  - Group 3:** *court proceedings* (= what happens during a legal case in court)
  - Group 4:** *graphic art* (= art used in advertising, publishing, etc.), *tax returns* (= documents you send to the tax office with details of your earnings so they can calculate the taxes you owe), *physiotherapy* (= treatment to help people regain their movement and physical skills after illness or injury), *stroke* (= a medical condition when the passage of blood to the brain is blocked, often affecting movement or speech), *voice recognition software* (= software which allows a computer to understand someone's voice)
  - Group 5:** *aeronautical* (= related to the industry of designing airplanes)

## ANSWERS

*Practical:* professional lifesaving, maintain and review radio equipment, supervise football field, harvest seed supplies, measure an acre of land

*Administrative:* analyze and rewrite company budget, review insurance claim forms, type up court proceedings, assess correctness of tax returns, arrange and schedule appointments

*Technical:* work on genetic research, drill for metal deposits, control the movements of airplanes, redesign voice recognition software, work in an aeronautical team

*Creative:* edit articles, make and sell your own pottery, design clothes, work on graphic art designs, compose music for movies

*People:* convince a retailer to buy your company's wholesale product, give cabin service to air passengers, assist people with directions, ask people in the street to complete surveys, travel and review service standards

*Helping:* monitor and attend to sick people, look after sick animals, examine people's eyes, give physiotherapy to a stroke patient, work in a police station assisting victims of crime

- Students discuss their choices in Exercise 3 and say which tasks they find most interesting. Make sure they understand that they have to decide which job category is best for each person in their group – a decision they can make based on their choices in Exercise 3.

**EXTRA IDEA** You can ask some follow-up questions, e.g., *Are any of these jobs dangerous / boring / exciting? Why? / Why not?* Ask them to give reasons, e.g., *I wouldn't like to look after sick animals in a vet hospital because I don't like animals / I am not a pet person.* (group 2)

- Students stay in their groups and choose three of the questions to discuss. Follow up with feedback with the whole class, nominating groups to talk about their answers to the questions they chose. Try and get an answer from students for all of the questions and open the discussion out to the whole class if there is time.

**EXTRA IDEA** At the end of the Introduction page, ask students to look ahead through the unit at the photos. Ask: *How do you think each photo relates to the topic of work?* Encourage ideas and speculation.

# Lesson 1

## The digital nomad pp74–75

### Aims

The focus of this lesson is to review making comparisons with more advanced structures, to read a newspaper article about an alternative way of working, to listen to people talking about the ways they work, and discuss work situations and preferences.

### You first!

Students think about what kinds of job involve standing up, e.g., *working in a store*, or sitting down, e.g., *office work*. Ask them to talk about the question and encourage them to share anecdotes, giving reasons for working sitting down or standing up.

### READING

- Tell students to look at the picture and elicit some responses to the first question with the whole class. Ask: *Would you like to work in a place like this?* Elicit answers to the first one or two questions then students continue in pairs. Monitor students as they work, giving suggestions or answering questions.
- THINK** Read the title aloud: *Why you should take a stand against sitting* and elicit the meaning of *take a stand* (= to make a statement that you are opposed to something or to show that you feel strongly about it). Explain it is also a pun as *stand* in this case has two meanings: *stand* as in the phrasal verb *stand up* and the noun *a stand* which means an expression of an opposing opinion. Elicit that the title and pun set up the style of the article as humorous.
- Give students time to read the article. Then elicit what the writer's goal in writing it was: *to poke fun at people following health trends*. Ask: *What did you think of the article? Was it funny? Why? Why not?* Then discuss the questions and elicit ideas from the whole class.

### ANSWERS

- It causes heart disease, type 2 diabetes, and depression.
- He calls the article "an important medical article" – in a humorous way indicating that it is an Internet article and not a reliable source of information.
- He writes sarcastically about it, saying he was a skeptic until he "saw the light" and is now enthusiastic about it. He writes that standing desks are better for you and wants to make everyone agree with him.
- He uses phrases like: *hundreds of hours of exercise*

every week, clamped to a desk for more than 18 hours a day, your legs might feel a little numb and your feet might be swollen at first.

5 They will die.

## GRAMMAR Comparison

1. Elicit the basic rules for making comparative and superlative adjectives and ask a student to write them on the board:

adjective + *-er* + *than / the* + adjective + *-est*  
*more* + adjective / *the most* + adjective

Students complete the sentences to see how much they know or can figure out. Elicit answers from the whole class.

### ANSWERS

1 by far 2 a lot / far / way 3 than 4 The; the

2. Students match the rules with the sentences. Elicit answers from the whole class.

### ANSWERS

1 c 2 a 3 d 4 b

3. 🗣️ Students now find three examples of comparisons in the article on SB page 74. The purpose is to become familiar with a wider range of comparative (and superlative) structures which may be used in writing or speaking. Point out that some of the sentences are not covered by the rules in Exercise 2.

### ANSWERS

lines 4-5 – ... do you really want to stay clamped to an unhealthy chair for more than 18 hours a day ...

(comparative structure using *more than* + noun)

line 6 – ... way more self-satisfied ... = rule a

line 7 – ... in the most self-righteous way possible ... (this is a superlative structure, not explained in the rules)

line 14 – ... by far the best way to prepare for the predicted rise in sea levels ... = rule c

4. Working individually, students complete the exercise. Check answers and answer any queries.

### ANSWERS

1 by far the most 2 so much more energetic than  
3 longer than 4 People are getting more and more worried  
5 The more; the stronger you will feel  
6 considerably less

**EXTRA IDEA** Ask students to rewrite the following sentences so that they mean the same using the words in parentheses. Students work individually, then check answers in pairs. Take any questions and queries from the whole class.

- 1 There weren't even 50 people at the meeting. (*fewer*)
- 2 My old boss wasn't very friendly, but my new one is. (*friendlier*)
- 3 After she completes the training, her salary will be double what it was. (*twice as*)
- 4 We work really hard, but the boss always expects more. (*harder*)
- 5 I was definitely not as productive before I started working from home. (*way more*)

### ANSWERS

- 1 There were fewer than 50 people. / Fewer than 50 people were at the meeting.
- 2 My new boss is friendlier than my old one.
- 3 After she completes the training, her salary will be twice as much as it was.
- 4 The harder we work, the more the boss expects.
- 5 I'm way more productive now that I work from home.

## LISTENING

1. Focus on the title of the lesson *The digital nomad* and elicit what it means. Ask: *What's a nomad?* (= a person who moves from place to place and doesn't live in one place for long). Then focus attention on the photo and tell students they are going to listen to some people talking about where they work. Elicit the name of the organization: *City Hub*. Ask: *What is a hub?* (= a center of activity). *What kind of place do you think it is?* Encourage students to give their ideas. Students then check the meanings of some words and phrases they will hear. Encourage the use of dictionaries or ask them to guess or explain the words to each other.

### ANSWERS

*a break room* = a room at work where people can have small meetings

*co-working* = working alongside other people

*digital nomad* = a person who works over the Internet in different places

*freelance* = working independently and not as an employee

*in-house* = within an organization

*millennial* = someone who became an adult at the beginning of the 21st century

*network* = a group of things that are connected (noun), to meet and communicate with other people in order to help each other (verb)

*outsource* = to send work to be done by someone outside your company

*start-up* = a new company

*work remotely* = to work at home, or in another place (not in an office)

2. 🗣️ 2.19 Give instructions for students to write A, M, or S next to each question then play the recording.

## ANSWERS

- 1 M
- 2 S
- 3 A, M, S
- 4 S
- 5 A
- 6 A

## TRANSCRIPT

**INTERVIEWER** How would you describe your career, Andrea?

**ANDREA** I guess I'm a kind of digital nomad at the moment. I came here to Buenos Aires originally to improve my Spanish, but after a while, I started to feel pretty lonely – and I ... uh ... also needed to work and earn money. That's why I was so happy when I found the co-working hub. You can often feel isolated when you're working from home. I'm a freelance web designer and I work for companies who outsource a lot of their projects. As long as I can connect to the Internet, it doesn't matter what time of day it is – or where I am. I just pay for a desk with pretty much no strings attached, you know?

**INTERVIEWER** Tell me more about how you set up City Hub, Marco. You've been here since the beginning, five years ago, haven't you?

**MARCO** That's right. There was a demand and we just created the space to meet that demand. It's, well, really intended for mobile workers, who can connect globally thanks to WiFi, of course. Typically, creatives, techies, designers, small businesses, and um ... start-ups. More and more millennials are, I think, disillusioned with the traditional pathway of long-term in-house employment with the same company. Those kinds of jobs are not really available to most of us now anyway given how much the job market has changed. A lot of people who use City Hub are professionals who are able to work remotely or who are creating their own work – and I think that being location independent really gives you many more options.


**INTERVIEWER** And how does it all work for your clientele?

**MARCO** As you probably know, there's a network of similar City Hubs all over South America – Chile, Colombia – and in Mexico. You pay a subscription, either daily or monthly, and get to use the co-working facilities anywhere. We have

high-speed Internet obviously, open or private spaces, break rooms, a training area, a café, and bicycles for hire so you can exercise, you know?

**INTERVIEWER** So Shelley, is this the workplace of the future?

**SHELLEY** I think it's kind of important to be in control of your time, but also work with like-minded people who are really ... I think, conscious about how they want to live. There are some interesting projects going on here. And a lot of people want skills that can cross over to different sectors in order to increase opportunity. I was trained as a doctor, but now I do medical journalism and also do consultations over Skype. Now that I have a child, I need flexibility. Co-working gives you a chance to network with a rich community of interesting colleagues as well as – for families – to maintain some kind of normal work-life balance. I read that we are supposedly the "asset light" generation. I mean, our parents and grandparents – well, it was all about settling down, buying a house, a career, earning money to acquire possessions. I think our focus is different. We are more likely to value experiences over ownership. And work is, of course, also part of that, but, in some ways, it's more of a means to an end than an end in itself.

3.  Elicit answers to the question from the whole class. If they are not sure, come back to the question after the second listening in Exercise 4.

## ANSWERS

**Andrea:** web designer

**Marco:** founder of City Hub

**Shelley:** doctor turned medical journalist

4. Students read through the statements. Remind them that they will hear different words. Play the recording again and ask students to check their answers in pairs.


**MA** With weaker students, ask them to look at transcript 2.19 on SB page 145 and underline the actual words that each speaker says. (See underlined sections in the transcript above.) Point out to students in classes who are likely to take advanced exams like IELTS or CAE, that they will be expected to listen to a speaker and recognize a paraphrase of their actual words in the questions.

## ANSWERS

- 1 Marco
- 2 Andrea
- 3 Shelley
- 4 Shelley
- 5 Andrea
- 6 Marco



## Managing Conversation: Filled pauses and hesitation

- a.  2.20 Give students time to read the information and ask them if they noticed any of the speakers using any devices for filling pauses or hesitating in the recording. Elicit any phrases they can recall. Read through the phrases aloud and show how they are used. Remind students that *ah*, *uh*, and *um* are not actual words. Ask them what similar sounds or vocal expressions they use in their own language. Point out that the words *a* and *the* are often lengthened to *aay* and *theee* to give the speaker more time to think. Play the recording for students to listen and circle the phrases they hear.
- b. Students compare answers in pairs. Play the recording again for them to check.

### ANSWERS

1 I guess 2 uh 3 well 4 um 5 kind of  
6 I mean; well

### TRANSCRIPT

1. I guess I'm a kind of digital nomad at the moment.
2. ... and I, uh, also needed to work and earn money.
3. It's, well, really intended for mobile workers, who can connect globally thanks to WiFi, of course.
4. Typically, creatives, techies, designers, small businesses and um ... start-ups.
5. I think it's kind of important to be in control of your time.
6. I mean, our parents and grandparents – well, it was all about settling down, buying a house, a career, earning money to acquire possessions.

### SPEAKING

1. Students have a chance to discuss the idea of co-working from a personal point of view and give their opinions. Encourage them to use comparative phrases, hesitations, and pauses. Elicit or write an example on the board, e.g., *Co-working is a lot more interesting than a traditional office as you mix with people doing different jobs than you*, then give students time to discuss the questions. Round up the discussion by asking a few pairs to ask and answer the questions in front of the class.
2. **YOUR STORY** Students spend a few minutes preparing what they are going to say individually. Remind them to give examples and anecdotes to personalize their story and give reasons.

## Lesson 2

### Secrets of success pp76–79

### Aims

The focus of this lesson is to read about and discuss the topics of business, work and success and to learn more about suffixes for names of jobs. Students explore two texts describing how some well-known entrepreneurs succeeded in business. The dilemma for this lesson is talking about the best way to succeed.

### You first!


Ask the question to the whole class and elicit some “buzzword” answers to put up on the board, e.g., *career*, *money*, *buying a house*, *winning a medal / prize*, *realizing an ambition*, etc. Students rank them in order, or vote on the most important.

### READING 1


1. **THINK** Students discuss the questions in pairs for a few minutes. Elicit some of their ideas to discuss with the whole class.
2. Focus on the photo of Zhou Qunfei and nominate a student to read the quote aloud. Ask: *What kind of person is she? What words would you use to describe her?* Elicit some suggestions, e.g., *strong*, *determined*, *single-minded*, *honest*. Point out that *Zhou Qunfei* is pronounced /dʒəʊ kənfeɪ/.
3. **GUESS** Students work in pairs and look at the photos to predict what the article is about. Elicit a few suggestions, but leave the answers open at this point. Students then read the article. When they have finished, go back to the photos and ask what they found out: *Were your predictions correct?*

### ANSWER

Zhou Qunfei's company makes the glass for touch-screen devices. She got the idea from looking at drops of rain on lotus leaves.

4.  Ask students what they can remember without re-reading. Put them into pairs or groups to pool what they can remember and then check the article to see if they were right. Elicit answers for each item from the class and ask them to say where they found the information in the article.

**MA** If students are not used to reading a long text, nominate students to find the answers to just two or three of the items.

5.  Follow up the comprehension with vocabulary checking. Students check answers in pairs and model the words aloud for pronunciation practice.

**TIP:** Remind students to look at the context of the sentence when deciphering new words.

### ANSWERS

*drudgery* = boring, unpleasant work  
*get ahead* = make progress and become successful  
*get carried away* = become over-excited and lose control  
*grounded* = sensible and practical  
*head up* = be in control of  
*launch* = start a new project, business, or career  
*lucrative* = producing a lot of money  
*persistence* = determination to do something in spite of any problems  
*tenacity* = will power to continue and not give up

6. Students work by themselves to complete the summary sentences.

### ANSWERS

1 rags-to-riches story 2 rose up the ranks  
3 inspiration 4 a dramatic leap forward  
5 hit the big time 6 secret to her success

7. Students now finish the summary sentences in Exercise 6 with suitable information. Monitor students as they work, making a note of any common problems with grammar or spelling.

**MA** Ask stronger students to work individually, then nominate students to read aloud their answers. Ask weaker students to do this as a spoken exercise first, then write their finished answers.

### SUGGESTED ANSWERS

- ... she came from such a poor background.
- ... working hard and studying part-time.
- ... watching the rain rolling across lotus leaves (without leaving a trace of water).
- ... it won a lucrative contract to make cell phone screens (in 2001).
- ... when the company was launched onto the Shanghai stock exchange.
- ... her desire to learn.

**EXTRA IDEA** Ask extra questions, e.g., *What do you think of Zhou Qunfei? Why do you think she was driven to achieve so much? What makes people want to be so rich and successful?*

## VOCABULARY Jobs and suffixes

You may wish to ask students to prepare Exercises 1 and 2 before the lesson and just check answers in class before doing the pronunciation practice in Exercises 3 and 4.



- Students read the background information to learn more about the different suffixes used in job titles. Answer any questions they may have in open class or individually.

**MA** With weaker students, read the information aloud and answer any questions. Elicit what the verb forms are in the examples given: *to farm*, *to sail*. Elicit more examples: *builder*, *teacher*, *gardener*, *programmer*, *writer*, etc. and ask what the verb forms are so that they can see the pattern clearly. Point out that these rules are not always followed.

- If students do not know all the words in the list, encourage them to figure it out for themselves by doing the exercise. They will be able to guess the meanings from the context of the sentences.

### ANSWERS



1 nutritionist 2 cardiologist  
3 fundraiser 4 interpreter 5 electrician  
6 beautician 7 statistician 8 archaeologist

-   2.21 If students are confident in reading the phonetic alphabet, ask them to work in pairs and practice the sounds. Then play the recording and ask them to repeat each sound they hear.

**MA** With weaker students, or those who are not confident in reading the phonetic alphabet, go through the sounds by modeling each of them clearly and asking the whole class to repeat before playing the recording.

### TRANSCRIPT

- 1. /ʃ/
- 2. /tʃ/
- 3. /s/
- 4. /dʒ/
- 5. /g/
- 6. /k/

-  Students read through the jobs in the list and write the number of the sound in Exercise 3 next to each job. Elicit answers from around the class, but don't confirm answers yet.
-  2.22 Play the recording for students to check their answers, then play it again for them to repeat the words aloud. Point out the soft /ʃ/ sound in *chef* and *musician*.

### ANSWERS


a) 6 b) 6 c) 3 d) 4 e) 2 f) 1 g) 6 h) 5  
i) 3 j) 4 k) 4 l) 1 m) 5 n) 5 o) 3 p) 1  
q) 4 r) 2

## TRANSCRIPT

- a) accountant
- b) architect
- c) astronomer
- d) biologist
- e) butcher
- f) chef
- g) chemist
- h) gardener
- i) hairdresser
- j) journalist
- k) manager
- l) musician
- m) photographer
- n) programmer
- o) scientist
- p) shoemaker
- q) soldier
- r) watchmaker

**EXTRA IDEA** Put students in pairs to write two sentences using three or more words from the list in each sentence, e.g., *The journalist and the photographer traveled to Scotland to write a story about a biologist who was also an ambitious gardener.* See who can include the most words in a logical sentence.

## READING 2

1. Ask: *Has anyone ever run their own business? Or, if your students are younger: Who dreams of running their own business? What type of business would it be?* Give them time to discuss their ideas and dreams and elicit ideas from the whole class.
2. Focus attention on the photos and names of the people and ask: *Do you recognize any of these people? Do you know what businesses they started?* Tell students they are going to read what seven people said about business. Students then read the seven quotes and identify which business each of them created. You could add some further questions to the discussion, e.g., *Do you use Facebook or Twitter? Have you ever bought anything from Ikea / Burt's Bees / The Body Shop? Do you know the name of any oil billionaires? What is an entrepreneur? How rich do you think the people who run these businesses are? Do you think it's easy or difficult to set up a global business?*
3.  Students work in pairs and discuss what they remember from the quotes.

## ANSWERS

- 1 Anita Roddick    2 Ingvar Kamprad  
3 Nolan Bushnell    4 Mark Zuckerberg  
5 Folorunsho Alakija    6 Biz Stone  
7 Roxanne Quimby

4. Students read the character traits in the list and check meanings of any they do not know, either by asking each other or checking in a dictionary. Ask them to discuss their ideas about what the people quoted have in common.

**EXTRA IDEA** Pick out some vocabulary from the quotes that students might not know and write it on the board. Students discuss what the words or phrases mean: *have a feather in your cap, to code, livelihood, self-sufficiency, extortionate, trite, mission, get off your butt.*

5. Put students into groups to discuss the questions. If there is not enough time, choose just one question to discuss. Nominate students to share their answers and ideas with the whole class.

## SUGGESTED ANSWERS

- 1 **Folorunsho Alakija:** Use your education to help you succeed although it's not essential to go to college.  
**Mark Zuckerberg:** Work hard for a long time.  
**Anita Roddick:** Find something that you enjoy and feel contributes to the world.  
**Ingvar Kamprad:** Think about what ordinary people across the world need.  
**Roxanne Quimby:** Stay close to your values and don't be afraid to make sacrifices.  
**Nolan Bushnell:** Decide to do something today rather than just dream.  
**Biz Stone:** Try hard and persevere.

**EXTRA IDEA** Nominate different students to find out more about one of the people quoted and prepare to talk about them in the next class. You may want to suggest some guide questions, e.g., *Where do they come from? How did they get their business idea(s)? How did they build their brand / name? Who helped them?*

## EXPLORE ONLINE

Students research another business success story and make notes to present in the next lesson.

## SPEAKING AND WRITING

1. **THINK** Ask students to work in pairs and choose one of the questions to discuss, or divide the class into pairs and allocate one question to each pair equally, e.g., Pair As = question 1, Pair Bs = question 2, Pair Cs = question 3. Go around and feed a few questions as necessary into the discussion, e.g., 1 If there are any Chinese or other Asian students in the class, ask: *Do you think they have different attitudes to success in their countries compared to others?* 2 *Might people from poor backgrounds feel more driven to succeed than middle class or rich people?* 3 *What qualities do you think men have that women don't or vice versa?*

- Put Pair As with Bs or Cs, or Bs and Cs together to form groups of four so they can share what they talked about. Elicit feedback from the groups with the whole class.
- Ask: *Who has a brilliant business idea?* Elicit a few ideas from the class. Then put students into new groups of three to each present a business idea to the others. Ask them to choose one of the ideas to tell the class. Keep this as a three-minute brainstorming activity as they will do a longer role-play in *Language in Action* later in the unit.
- MINI-TALK** Read through the task and ask students to choose one of the jobs mentioned in Vocabulary on SB page 77. Ask them to think about these questions to prepare their talk: *What does the job involve? What are the hours? Where do they work and who do they work with? What special equipment, tools, or uniform do they need?* Give students time to make notes and prepare what they are going to say. Students can present their talk to their group while the other members ask questions.
- This can be given as homework. Students can choose which of the two writing tasks they wish to do. Alternatively, divide the class into two and allocate one task to each group. Ask them the difference in style between writing an article and a speech. Elicit that they are both personal stories so will have similar content. The article may be written in a more formal style and might contain more facts and details about when, how and where they started the business, who helped them, what failures they experienced, what their philosophy is, and how it evolved. The speech is more personal and may include jokes or personal stories. The purpose of the speech is to encourage and motivate the students with a personal story and to give advice. When students finish their work, encourage them to peer review the articles / speeches. Nominate one or two students to read their work aloud to the class if time.
- They then work in groups and talk about the “Rules”. Elicit ideas for what *Rules of the game* means (*the game* here means *business*, so it means the rules of how to do well in business). Encourage them to explore the meanings of these sayings for themselves. Monitor students as they work, making sure they use phrases for filling pauses and hesitating as they speak. Ask: *Do you agree or disagree with each rule? Why? Why not?* Nominate a student to explain the expression in question 2: *The ends justify the means* (= it doesn't matter what you do to get results, there is always a good reason to do it). Ask: *Which of the rules do you think Zhou Qunfei or the business people in Reading 2 might agree with?*
- Put students into groups to work through the task. Elicit feedback at the end with the whole class.

**EXTRA IDEA** Ask if anyone has seen a show like *The Apprentice* and describe it to the rest of the class.

## Lesson 3

### The future of work pp80–81

#### Aims

The focus of this lesson is to learn vocabulary for talking about work and technology, to review language for speculation, and talk about how the world of work is likely to change in the future because of automation and technology.

#### Warm-up

Put students into groups. In each group, students take turns to mime a job while the others guess what it is. They can only ask questions to which the answer is *Yes* or *No*.

#### VOCABULARY Work and technology

- Focus attention on the cartoon and ask the questions. Elicit answers from the whole class. Ask: *Why is it funny?* (The robot is the replacement he is warning the interviewee about.)
- Encourage students to pool their knowledge of words they know and explain their meanings.

#### ANSWERS

*algorithm* = a set of rules that a computer uses to perform tasks

*automate* = to make machines do work instead of people, e.g., in a factory

*automation* = the process of changing to a system of using machines to do work instead of people

*big data* = the very large quantities of data that are generated by activity on the Internet

#### Take a break

Everyone should stand up and walk around the room. Depending on the space you have, they could go outside, lie down and stretch out on the floor, or do a few stretching exercises of their choice.

#### What's your view?

The lesson finishes with a dilemma question about the best way to succeed in business. This is intended to encourage students to think about their own opinions, experiences, and ideas.

- Briefly go through the instructions with the whole class. Explain that first they look at the list of personal qualities then discuss whether they think they personally have them or could develop them.



*drone* = a small aircraft without a pilot that is controlled by remote control to perform tasks  
*innovation* = a new idea or method of doing something or a new technological development  
*nanotechnology* = the science of using very tiny devices made of single atoms and molecules to build equipment  
*production line* = a factory process in which people or machines make things in a series of steps that are arranged in a line  
*robot* = a machine that can work on its own to do work that humans usually do  
*transformational* = relating to the result of something changing completely from one thing to another

**MA** With stronger students, skip Exercise 2 and ask them to complete the sentences in Exercise 3.

- After students have completed the sentences and they have checked their answers in pairs, nominate individual students to read the sentences aloud and ask the rest of the class: *Do you agree or not? Is it likely to happen or not?*

#### ANSWERS

1 Robots; Production lines 2 automated  
 3 Automation 4 Algorithms 5 drones  
 6 innovations 7 Nanotechnology

### GRAMMAR Speculation

- Ask students to underline the speculative phrases in the sentences in Vocabulary Exercise 3, then focus on the grammar point of speculation. Ask: *If you speculate about something, are you sure about it or not?* (No, you aren't). Focus on the scale and discuss where the phrases students underlined should be placed in terms of certainty. You may want to draw the scale on the board and nominate students to come up and write the phrases they underlined on the scale. Note that the scale is fairly fluid as you could argue a different order – so allow some discussion about the relative certainty of each phrase. For question 2, elicit that *might* can be used instead of *may* or *could*.

#### ANSWERS

1 are bound to 2 are likely to become 3 could find  
 4 are almost certainly going to  
 5 may have replaced 6 will probably  
 7 is expected to

#### SUGGESTED ORDER ON THE SCALE:

<b>not certain</b>	may have
	could find
<b>not completely certain</b>	is likely to
	will probably
<b>almost completely certain</b>	is expected to
	almost certainly
<b>certain</b>	bound to

- To practice the speculative phrases, students complete the sentences. There could be more than one answer. Monitor students as they work, noting any problems with forming the structures. Don't check answers yet.
- Students work in pairs and compare answers. Nominate pairs to say whether they gave the same answers or not and whether they agree with the statements.


#### SUGGESTED ANSWERS

1 may / could have increased  
 2 are likely to / could / will probably change  
 3 is expected to / is bound to improve  
 4 are likely to be  
 5 are likely to / are almost certainly still going to be needed  
 6 will / will almost certainly / is bound to / could / may allow

#### EXTRA IDEA

Students turn the statements into questions and ask and answer in pairs.

### LISTENING 1

-  2.23 Tell students they are going to listen to an interview about what jobs might be like in the future. Ask them to read through the topics a–g before they listen, as they will have to number them in the correct order. Play the recording while students listen and order the topics.

#### ANSWERS

e 1 c 2 b 3 f 4 d 5 g 6 a 7

#### TRANSCRIPT

- HOST** Earlier today, we took a look at a recent study about work that predicts that over the next 10 to 20 years, almost 50 percent of jobs in the United States could be replaced by computers. Our correspondent Corey Stanfield is in the studio. Corey, can you tell us a bit more about the study? The idea of technology taking jobs is nothing new, is it?
- COREY** Not at all – it's been around for as long as anyone can remember. Take agriculture as an example. According to the study's authors, 40 percent of American workers were farmers in 1900, but a hundred years later, it was down to only two percent of people.
- HOST** But not because of unemployment?
- COREY** No. People moved on to new jobs in the cities.
- HOST** So is the study saying we shouldn't be too worried about losing our jobs in the future because there will be plenty of new ones?
- COREY** I think we can safely assume that new jobs and industries will be created in the future, yes. One example is in technological innovations, like

engineers in wind energy and nanotechnology. But, you know, it's hard to predict exactly how many new jobs are likely to be created or what they might be. I mean, as we speak, most jobs our kids may be doing in another 10 or 20 years won't have even been created yet, if that makes sense. Last year, one of the fastest expanding jobs was Zumba instructor, believe it or not.

**HOST** You wouldn't have been able to predict that kind of growth back in 2000!

**COREY** No, not at all.

**HOST** OK, let's move on to algorithms, which, according to the study, are increasingly a much cheaper alternative to humans in the workplace. So basically, machines are learning our jobs?

**COREY** Essentially, that's right. Algorithms are instructions in code that robots or other things follow in order to perform tasks.

**HOST** And are they expected to replace some of the most quintessential human activities?

**COREY** We're certainly seeing a lot of traditional jobs now being done by machine. And this is bound to increase in the future.

**HOST** So which jobs are more susceptible to automation?

**COREY** Any kind of repetitive job. Data entry, for example. Even football referees or restaurant staff. Also, the transportation and mining industries – these will also probably be heavily automated in the future. Some more secure professions that need more of a personal touch might be things like members of the clergy, choreographers, and funeral attendants.

**HOST** You're saying that job automation is going to have a profound effect on the workforce. Do we know who is going to become unemployed?

**COREY** I think the biggest problem the study highlights is one of inequality and whether this will get worse in the future. A lot of people are going to find job automation limits their options considerably. They could find it much harder to take up new types of jobs. On the other hand, a lot of people earning higher salaries and those with a college degree are less likely to be affected by these changes.

**HOST** Thanks, Corey. That's all we have time for. A lot to think about ...

2. Tell students that for the second listening they should make some notes so that they can write their own questions about the ideas in the interview to ask other students. Elicit the types of questions they might ask. Tell them to use a different question word for each question they write. Play the recording again. Give students time to write their questions. Go around and read the questions, checking for accuracy and content.

3. **EVERYBODY UP!** Students go around the class and ask and answer their questions. Monitor students as they talk, noting any ideas you want to pick up in feedback at the end.

## SPEAKING

1. Give students time to read questions 1–4, then pick two to talk about in pairs. They can check the meanings of the jobs in question 1 by asking you or checking in a dictionary or online. Answer any questions before they start and go around and monitor the discussions.
2. Put pairs into groups to compare their answers. Elicit some ideas around the class. Nominate students to give their views to each question so that everyone has a chance to speak.
3. This can be done in the same or new pairs. Say: *My worst job would be ... because I hate I can't stand I don't like ...* and elicit some responses around the class.

## LISTENING 2

1. In preparation for the second listening, students look up or pool their knowledge of the vocabulary that will come up. Ask them to match the words and meanings in pairs. Then check their answers with another pair.

### ANSWERS

1 c 2 f 3 a 4 b 5 e 6 d 7 h 8 g

2. Write *robot* on the board and ask: *What's the part of speech?* Elicit and write *noun* next to the word. Ask: *What grammatical information can you add?* Elicit: *It's countable.* Write *C* after noun and remind students this is what they see in a dictionary entry. Ask them to read through the words and add the parts of speech and grammatical information. Encourage students to think about how words are used figuratively as well as literally. For example, *bottleneck* is literally the narrow part at the top of a bottle, but it also means a problem that causes a delay. Students look in a dictionary and find another meaning of *bottleneck* (= a place where the road is narrow which causes traffic to stop or move very slowly).

### ANSWERS

*ad infinitum* – adverb  
*bottleneck* – noun, C  
*code* – noun, U  
*cue* – noun, C  
*distinguish* – verb I/T  
*draw on* – verb, T  
*elimination* – noun, U  
*scale* – noun, U

**MA** Weaker students write only two questions.

## Dictionary skills: Examples


Students look at the entries for the words in Exercise 1

and read the example sentences given. Ask: *What can you learn from the examples?* Elicit that you can see the word in context which helps you to understand the meaning better. You can also learn prepositions, grammar patterns, and other words that typically occur with the word. Students write their own examples for the words, then compare them with the dictionary examples.

3. **GUESS** Explain that you are going to play part of a lecture about the role of robots and ask them to brainstorm in pairs what the speaker might say about three of the topics listed.

**EXTRA IDEA** Read the following summaries aloud and have students guess which summary best describes what the speaker is going to say.

- 1 *Robots are needed in the future to take over all sorts of jobs like translation and driving cars or even writing songs. This will give people more time for free time activities, creativity, and family life.*
- 2 *People have been saying for a long time that robots will take over a lot of human jobs, but it isn't so simple. Human creativity, intellectual skills, and hand-eye coordination are still very hard for robots to replicate.*
- 3 *Algorithms are now so sophisticated that they have transformed society in ways we could not have imagined. We will soon be able to expect robots to do anything we can program them to do. There is no limit to what automation can achieve*

4.  2.24 Play the recording, pausing if necessary for students to make notes. Give students time to react personally to what they heard. The issues are likely to affect them in the future as they develop jobs and careers, so they may have strong opinions. After working in pairs, open the discussion to the whole class.

The writing task can be completed for homework. If you have time, students can spend time in class discussing the topics and writing a plan.

#### ANSWERS

- 1 creativity, social intelligence, and perception
- 2 They cannot distinguish between a good song and a bad song.
- 3 It has grown to a scale we could not have imagined in the past.
- 4 It allows the development of technical innovations that do not need human skill.
- 5 human error
- 6 a long time in the future / still a long way off

#### TRANSCRIPT

The three things that will ensure that humans are still needed in the future are: creativity, social intelligence, and perception. Scientists identify them as potential “bottlenecks to automation” – in other words creativity,

social intelligence, and perception can't easily be replaced by machines. Why not? Because these are things that represent a pool of knowledge about our society and culture which we constantly draw on and which cannot readily be pushed to one side by automation.

Take, for example, song writing. Imagine you are trying to write a pop song. Someone could produce an algorithm that can produce hits ad infinitum. But could such an algorithm learn to distinguish between a good song and a bad song? That is where creativity comes in because, as human beings, we use the cultural signals we have learned over a lifetime of experience to express ourselves, and it's difficult for us to translate those cues into computer code.

As a society, we are now facing a number of challenges and those challenges will need skills that only human beings possess. The use of our hands, human intelligence, and empathy, to name but a few. Machines are not going to easily replace these very natural and human capabilities.

Information now exists on a scale that we could not have imagined in the past. The arrival of this “big data” is undoubtedly going to fundamentally transform society. Certainly, it allows the development of technical innovations, such as machine translation or self-driving cars, both of which were seen in the past as requiring human skill.

Needless to say, the elimination of human error by the use of algorithms will make those tasks more efficient and safer. However, we still need to be clear about what we can realistically expect robots to do for us. For many years, people have been predicting that the era where a robot that can do everything a human being can do is just around the corner.

But in reality, having robots as our servants is still a long way off. You'll be glad to hear that their ability to copy the total genius of human fingers and human eyes is not going to happen just yet.

**EXTRA IDEA** Students film themselves doing a job they'd like a robot to do and explain to the camera how they feel about it. Students could do this for homework, then present their video in the next lesson. Make sure it's clear that they actually have to do the job (e.g., washing the dishes, emptying the trash cans, etc.), then explain why they'd like a robot to do it for them.

**EXTRA IDEA** Watch the factory scene in Charlie Chaplin's *Modern Times* with the class and ask the questions, below, encouraging discussion on why it is funny. Ask: *Is this still relevant today, even though it is an old movie? Why? Why not?*


- 1 *What happens to Charlie?*
- 2 *How has life in factories changed since that time?*
- 3 *What is Chaplin's message in the scene?*

### SUGGESTED ANSWERS

- 1 Charlie is driven crazy by the repetitiveness of his job. He is then used as a guinea pig to test out a machine that feeds workers as they work so as not to lose time having a lunch break.
- 2 There is more automation in factories nowadays to reduce the repetitive jobs. There are better laws that give people proper breaks and health and safety rules that bosses have to follow.
- 3 Chaplin's message is that automation is inhuman and people will resist being turned into robots.

**CULTURE NOTE** Charlie Chaplin's famous movie *Modern Times* is a satire on how factories and new technologies were trying to turn people into robots. The hero eventually becomes a cog in a machine himself. After the Great Depression of the 1930s, there was a move to automation which added to the existing problem of unemployment in America. Chaplin had strong views on society and believed that "machinery should benefit mankind", but should not put people out of work. In the movie, he wanted to comment on the anxiety people were feeling at the time and turn it into a comedy. Although sound was already being used in movies, he chose to make it a silent movie, in order to focus on the experience of the hero and what happens to him, which did not need dialogue.

## Language in Action p82

1. **GUESS** Tell students to look at the photo from the video and ask: *What's happening in the photo? What do you think Dana and Marianne are discussing?* Elicit suggestions from the whole class.
2. **2.25**  Decide whether you are going to use the video or simply play the recording. Students watch or listen to the conversation. Play and pause as necessary. Elicit whether they predicted the topic correctly, then students work in pairs and answer the questions.

### ANSWERS

- 1 She is talking on the phone.
- 2 Prepared food in boxes that they deliver.
- 3 The Gourmet Box and the Organic Box.
- 4 Her new idea for a Diet Box.
- 5 She is positive about it.

### TRANSCRIPT

- MARIANNE** ... soon is perfect. Thank you. OK, Dana, so where did we leave things yesterday?  
You were going to pitch me an idea.
- DANA** That's right.
- MARIANNE** OK, so go right ahead. I'm all yours now.
- DANA** Great. Thank you so much for giving me the time, Marianne. I really appreciate it. I've ...

- MARIANNE** Of course, Dana, it's a pleasure. But let's get on with it, shall we?
- DANA** Oh, yes, of course. Sorry! I know that FreshNEasy is considering expanding the options we offer. So, let's look again at what we have at the moment. We have three great boxes for customers to choose from, right? The Standard Box, the Family Box and the Plant Box. And I know that two further options we're exploring at the moment are the Gourmet Box and the Organic Box. But I'd like you to consider another option: the Diet Box.
- MARIANNE** The Diet Box – hmmm. Tell me more about that. That's certainly an idea no one's come up with as of yet.
- DANA** Well, my view is that the Diet Box would take the company in a new direction. It would capture a whole new market and, well, I think it could be very profitable.
- MARIANNE** OK. Keep going.
- DANA** The target market for this "Diet Box", is obviously people who are wanting to lose weight. In fact, the latest Gallup Poll tells us there are close to six in ten Americans who want to drop pounds. That's over half the population – potentially a huge market.
- MARIANNE** Six in ten Americans! Well, I can certainly take that on board. What have we found out about the competition?
- DANA** Well, from what I can see, there are definitely companies online that deliver calorie-controlled dishes to people's doorsteps, like Diet Chef, but they don't have a fast turnaround time. If we could deliver the same day, that could give us a real edge over our competitors.
- MARIANNE** I'm impressed. So who would be the typical customer?
- DANA** Well – I've given this some thought, actually. We know from studying demographics that there are more and more single-person households. This could be our new market – people who are health conscious and want to lose weight, but don't have a lot of time.
- MARIANNE** So they don't want to spend a lot of time cooking a meal from scratch.
- DANA** Exactly. So, we step in with this new box that they can make quickly at home – and all the nutritional information is there – calorie counted and balanced – but still cheaper than eating out.
- MARIANNE** Single people staying healthy – It's a good sector of the market to think about. You've got me interested, Dana – well done!



## Pitching a business idea

- a. 2.25 Focus on the title of the function and elicit the sort of language that Dana uses. Play the video or recording again while students number the ideas in the order that they hear Dana pitches them. Go through the answers and have students repeat the phrases in bold aloud to practice them.

### ANSWERS

a 2 b 8 c 4 d 11 e 6 f 10 g 3  
h 5 i 9 j 7 k 1

- b. Students work in pairs and discuss the points that Dana made.
- c. Focus again on the phrases in bold in Part a and ask students to say which ones they used in their answers to Part b (phrases shown in bold in the key below). Give students time to compare their answers, then go through them with the whole class. If necessary, students can read transcript 2.25 on SB page 146 to check accuracy.

### ANSWERS

- 1 **So, let's look again** at what we have at the moment. We have three great boxes for customers to choose from.
  - 2 **I'd like you to consider** another option: the Diet Box.
  - 3 **Well, my view is that** the Diet Box would take the company in a new direction. It would capture a whole new market ...
  - 4 That's over half of the population – **potentially a huge market**.
  - 5 **The latest Gallup poll** tells us there are close to six in ten American who want to drop pounds / **We know from** studying demographics **that** ...
  - 6 **This could be** our new market – people who are health conscious and want to lose weight but don't have a lot of time
  - 7 **From what I can see**, there are definitely companies online that deliver calorie controlled dishes to people's doorsteps, like Diet Chef
  - 8 **If we could** deliver the same day, that could give us a real edge over our competitors.
  - 9 **So, we step in** with this new box that they can make quickly at home – and all the nutritional information is there ... but still cheaper than eating out.
3. Students practice the spoken phrases by completing the sentences. Give them time to complete the sentences then check their answers in pairs. Repeat the phrases with the whole class.

### ANSWERS

1 give it some thought 2 I'm all yours  
3 turnaround time 4 from scratch  
5 take that on board

4. 2.26 Focus on the underlined sounds first. Ask students around the room to say one word each with a British accent. Find out if anybody can say the words with an American accent. Play the recording and elicit the difference between the British and American pronunciation. Play the recording again for students to listen and practice.

### ANSWER

The differences depend on where the speaker comes from, so students will hear lots of different ways of saying things. The main one here is the difference between the "o" in *box*, *want*, and *lot* (it sounds more like an "a" sound in American English). *Plant* also has a clearly different sound with a shorter "a" sound in American English.

### TRANSCRIPT

- 1. Thank you.
- 2. Marianne.
- 3. The Standard Box, the Family Box and the Plant Box.
- 4. The Diet Box. Tell me more about that.
- 5. So they don't want to spend a lot of time cooking a meal from scratch.

5. 2.27 Play the recording, pausing where necessary for students to practice saying the words in both British and American English.

### TRANSCRIPT

- concept exactly expanding half obviously
- on organic profitable sorry want

6. **ROLE-PLAY** Explain the situation – a business reality show – and set up groups of seven, three judges and two pairs who are pitching a business idea to compete for a prize or to win. Ask the judges and pitchers to read their role cards carefully, then work together to prepare what they are going to say. Judges need to think about some tough questions they might need to ask. Pitchers need to think of a business idea and how they are going to sell it to the judges. Remind them to make sure they include the functional exponents of pitching an idea that Dana used in the video. Depending on the number of students and groups you have in the class, alter the numbers of judges and pitchers and nominate groups to act out their role-play for the class once they have rehearsed it in groups.

### VIDEO OPTION

When students have finished their role-play, ask students to choose one of the business ideas from Exercise 6 and film themselves pitching the idea using language from the page. Ask students to share their videos online or with the class.

## Warm-up

Students think of jobs that are important, but not often recognized by other people. Examples might include trash collectors, cleaners, etc. Brainstorm a list of ideas and write them on the board.

1. **GUESS** Elicit ideas of who the women in the photo are and what they are doing. Teach / Elicit the expression *backup singers* (= people singing in the background, but who are not the main singer). Tell students they are going to listen to a review of a documentary and ask: *What do you think the title "20 Feet from Stardom" means? What do you think the documentary is going to say about singers like the ones in the photo?*
2. **2.33** Students work individually or in pairs to say which statements they think are true. Elicit ideas for who they think Darlene Love might be. Play the recording for students to check their answers. Ask them to explain why the answers are true or false, based on what they heard.

**MA** With weaker students, work through the statements in class, eliciting ideas for each one. They can also look at transcript 2.33 on SB page 147 and underline where they found the answers.

### ANSWERS

- 1 True (... their names remain unknown to anyone but music-world insiders)
- 2 True (... their talent, which invariably eclipses that of the stars they accompany)
- 3 False (... they usually can't escape their place in the margins to achieve solo careers)
- 4 False (Neville relishes the contrast between the lives the singers led in their younger years and their humdrum existences today. / Claudia Lennear ... is now a dutiful foreign language teacher. / Darlene Love ... quit the business and was working as a maid.)
- 5 False (... she finally made the leap to stardom and was even inducted into the Rock and Roll Hall of Fame)
- 6 True (... the effect they can achieve together will always be greater than anything they can do on their own)

### TRANSCRIPT

*20 Feet from Stardom*, the Oscar-winning documentary by Morgan Neville, is both rousing, upbeat fare and

full of a strange sense of yearning and regret. It is a celebration of backup singers.

Their voices are heard on countless well-known songs, but their names remain unknown to anyone except music-world insiders. Their lack of recognition has nothing to do with their talent, which invariably eclipses that of the stars they accompany. It is as if they are held back by invisible strings. Few of them make that journey from the back of the stage to its center. Although the backup singers have huge voices and a big stage presence, they usually can't escape their place in the margins to achieve solo careers.

Most of the interviewees here are female, African-American, and come from a gospel background. They grew up singing in church choirs and associate music with religion, community, and transcendence. That's one reason, it is suggested, why they are not particularly preoccupied with worldly success.

Neville relishes the contrast between the lives the singers led in their younger years and their humdrum existences today. The supremely glamorous Claudia Lennear, supposedly the inspiration for the Rolling Stones' *Brown Sugar*, is now a dutiful foreign language teacher.

Another singer, Darlene Love, tells a poignant story about how she had quit the business and was working as a maid. One day, as she was cleaning her employer's house, she heard one of her songs on the radio. Hearing the song prompted her to re-enter the music business – and, the second time around, she finally made the leap to stardom and was even inducted into the Rock and Roll Hall of Fame.

The flip side to the disappointment the singers feel about their failure to make the journey to center stage is their sense of relief. They are engaging and joyful interviewees partly because they don't suffer from any of the neuroses that come with fame. They don't have to worry about record sales falling or fans losing faith in them or sleazy music company bosses or fading looks.

There's a wonderful scene in which the singers, many of them now in late middle-age, come together at the microphone for an impromptu recording. They haven't rehearsed and yet their pitch is perfect. They are capable of performing astonishing solos, but they always do so as part of a group. The recognition that matters

- most to them is that of their peers. They may not have the ruthlessness or egotism to make it as stars, but they
  - also realize that the effect they can achieve together will always be greater than anything they can do on their own.
3. Play the recording again for students to answer the more detailed questions. Tell them to read them through before listening again, then discuss the answers in pairs. Nominate pairs to give their ideas and elicit any further responses from the class.
  4. Make sure students understand the instructions before starting the exercise. They should use either a suitable future structure with *will*, *going to*, etc. or a suitable expression for speculating about the future using a modal verb or adverb. Remind them to read the whole sentence before deciding on a way to complete the sentences. Go through any queries with the whole class. If necessary, they can look back to Unit 7, Lesson 3 Grammar and the notes on SB page 170.

#### ANSWERS

1'll have 2 will be like 3 bound to replace  
4 likely to become 5 could free 6 will probably be  
b) going to be c) will be; will continue d) going to take over; 'll all be e) may / might be; may / might have to work f) 'll mean

5. Students match the statements with the responses to make short conversations. Check answers in class, then ask students to practice the conversations in pairs.

#### ANSWERS

1 b 2 d 3 a 4 c 5 f 6 e

6. Students check the meanings of the words and complete the sentences individually, then check their answers in pairs.

**MA** Tell stronger students to cover the words and complete the sentences with words from memory.

#### ANSWERS

1 chord 2 scale 3 harmonize 4 chant 5 riff 6 raps

### EXPLORE ONLINE

- a. This activity can be done completely in class, or students can watch the trailer in their own time then discuss the questions in class. Go online and find the trailer for *20 Feet from Stardom*. Give students time to read through the questions and tell them to think about the answers while they watch.

#### SUGGESTED ANSWERS

- 1 He thinks that there are many obstacles to moving from being a backup singer to being a

solo singer – and there may be lots of different reasons why they never make it. *The walk to the front* is a metaphor for progression from the back to the front of the stage.

- 2 There's a power to the women who stand on stage. Darlene Love says her life has been about trying to make a success of the gift that she has. Claudia Lennear says she didn't set out to be a sex symbol. Lisa Fischer says that being a backup singer can be a springboard, but it can also be quicksand if it's not what you want to do, i.e., it's a difficult step to make and you may sink (fail). They all say there are no guarantees in entertainment.

- b. This time, find the trailer for *Standing in the Shadows of Motown*. Students watch the trailer to find out the information. If they can watch in the lesson, conduct a discussion of the answers to the questions. If they do it as homework, elicit answers in the next lesson.

#### SUGGESTED ANSWERS

- 1 It's an American soul music record label.
- 2 They were both very important to the pop stars they performed with, but the public didn't know them.

#### CULTURE NOTE

The documentary *20 Feet from Stardom* won several awards including the Oscar for Best Documentary, Features in 2014 and Best Music Film at the 2015 Grammy Awards. It was directed by Morgan Neville. It traces the lives of several female backup singers and includes interviews and performances. The documentary *Standing in the Shadows of Motown* is about the musicians in a backup group called the Funk Brothers who played on many highly successful pop records in the 1960s and 70s, but who were virtually unknown to the general public. The documentary was made in 2002 and directed by Paul Justman. The film won the National Society of Film Critics award for Best Non-Fiction Film in 2002 and the 2003 Grammy for Best Compilation Soundtrack Album, plus many other awards.

### Phrasal verbs

- a. Students read the phrasal verbs and see if they can remember their meanings. They then complete the sentences with the correct phrasal verbs.

#### ANSWERS

1 got ahead 2 took off 3 paid off 4 taking up  
5 tied down 6 fight off 7 got too carried away with

- b. In pairs, students talk about the sentences in Part a. These questions should be a quick review as the topic will have been covered at previous levels.

## ANSWERS

- intransitive:** get ahead, get carried away, pay off, take off  
**transitive:** take up, fight off, tie down, pump up
- transitive: *I took off my coat.* intransitive: *The plane took off at 7.*
- We put it between the verb and the preposition, never at the end of the phrasal verb, e.g., *take it off* not *take off it*.

## Focus on: one, ones

- Remind students about the idea of using substitution to avoid repetition and elicit that *one* and *ones* are used as a substitution for a noun. Students read the example sentence from the article in Unit 8, Lesson 2. Ask them to cover Part b and think of some more examples of how *one* is used, either to refer back to a noun that has just been mentioned or to refer to another noun. Give them a few minutes to think about it and elicit a few ideas, but do not correct them if they are wrong as they will check their ideas in Part b.

## ANSWERS

*Ones* here is used to refer back to something that has already been mentioned (*beats*).

- Students then read and match the sentences with the correct use. They work in pairs so they can discuss their choices. Go through the answers with the whole class.

## ANSWERS

1 d 2 b 3 e 4 c 5 a

## Aspects of culture

- Depending on the age and experience of your students, you may want to introduce the topic in various ways. If students are working, briefly ask: *Do you work with colleagues from different countries? Where are they from? Does it make any difference to the way you work together?* If students are still in full-time education and don't have much work experience, focus on the title *The Global Workplace* and ask them to guess what the article will be about. You could ask a few questions about the working world, e.g., *What does "globalization" mean? What might a global workplace be like?* Then ask them to read the article and find out the information.

## SUGGESTED ANSWERS

- People have the same electronic devices, wear similar business clothes, and use the same software.
- The writer explores speaking styles, whether people work individually or in groups, and how people in the work environment can benefit from cultural diversity.
- The writer thinks that Americans speak a lot more and give their opinions in meetings,

whereas Asian workers tend to be quieter and prefer to agree with the group in a meeting.

- In an American work environment, a worker is more likely to be extroverted in their behavior and be willing to disagree with or contradict a colleague or their boss. In an Asian work environment, a worker is more likely to be introverted and would feel that disagreeing is disrespectful and inappropriate.
  - An Asian worker is likely to be rewarded equally as part of a team.
- Give students time to read the questions and choose which three they want to talk about in pairs or groups. Conduct feedback with the whole class. Ask pairs or groups to share their ideas and discuss different points of view.

## EXTRA IDEA

Ask students who have experience of working in a global environment to share a personal anecdote or experience in which they encountered cultural differences between themselves and their colleagues.