

2 MAKE UP YOUR MIND

1 Work in small groups. Read and discuss the following.

Here are some qualities that employers often look for when selecting candidates for a job. Do you think that these qualities are acquired more at school or outside school?

- to be willing to learn
- to be willing to travel
- to be able to cope with difficult situations
- to be open-minded
- to work in a team
- to communicate well with people
- to show initiative
- to show responsibility
- to show persistence (the ability to keep going when things get tough)



2 Read the article quickly and decide which of the messages below (A-C) is the main message of the article.

Many school-leavers in the UK take what is called a *gap year* — a year between leaving school and further education. In this gap year, they do voluntary or paid work, often abroad.

- A** Students who take a gap year and use it well have an advantage over those who go straight from school to university.
- B** Students who take a gap year mature more quickly.
- C** There are many ways in which a school-leaver can usefully spend a year between school and university.

FILL THAT GAP

(1) People who take a year out before going to university and use that time to gain more skills are more attractive candidates for jobs than those who go straight from school to university, according to research for the Department for Education. The research says that **employers** are particularly interested in the skills that students pick up when travelling, **volunteering** and working, because



they do not **trust** universities to teach the arts of communication, teamwork and leadership.

(2) There are many reasons why there is a growing number of students who take a gap year. There are school-leavers who are happy to be out of the school system at last and want to have some time to do something interesting or crazy before they go back into the educational system. There are those who want to earn money to pay their university **fees**. There are those who feel they want to do something useful with their lives and there are those who want to get away from home and see the world while they can. Finally, there are those who want to prepare themselves better for the job market once they get their degrees. Jamie Underwood, a **founder** of a gap year agency, says, "It's a brilliant thing to do. If you're focusing on getting ahead, employers love it: it shows character, **confidence**, achieving goals and **persistence**."

(3) School-leavers can choose from a wide range of activities for their gap year. They can take part in an adventure project, like an expedition to some **remote** corner of the earth, which can be really exciting and it has the advantage of travelling as part of a group and making some life-long friends. They can **work on** a conservation or environmental project, like

conducting an underwater **survey** of a coral reef or monitoring an endangered species. They can do temporary or seasonal work abroad and this way **get insight** into a very different way of life. They can join a humanitarian project, such as doing social work with people in need. Or they can join a structured work experience programme and gain **valuable** experience and practical skills in their chosen field. Mr Underwood says, "I **matured** during my gap year. I grew up. You come back with a real sense of achievement and a new perspective on life."



WORD FILE

- confidence** ['kɒnfɪdəns]
- an employer** [ɪm'plɔɪə]
- a fee** [fi:]
- a founder** ['faʊndə]
- persistence** [pə'sɪstəns]
- a volunteer** [ˌvɒlən'tiə]
- to mature** [mə'tʃʊə]
- to trust** [trʌst]
- extended** [ɪk'stendɪd]
- faint-hearted** [ˌfeɪnt 'hɑ:tɪd]
- isolated** ['aɪsələtɪd]
- remote** [rɪ'məʊt]
- tough** [tʌf]
- overseas** [ˌəʊvə'si:z]
- **to conduct a survey**
- **to get insight (into)**
- **to work on (a project)**



(4) But some locations aren't for the **faint-hearted**. Voluntary work can be **tough**. You may be out in the middle of nowhere, feeling **isolated** and having trouble coping with the complete culture shock. So it's important to research the opportunities fully and take time to read what other 'gappers' have to say about their experience of volunteering **overseas**. And it's also important to plan the year properly. According to the research of the Department for Education and Skills, too many students fail to plan properly and do not take advantage of the opportunities on offer. This can turn the gap into a blank hole. As Mr Underwood says, "There's a great difference between doing a structured placement and going on an **extended** holiday in some exotic place. Students who are doing volunteering get an awful lot of good experiences. Employers are falling over themselves for those maturing skills, which they think universities don't give."



3 Read the article again paying attention to the words in bold and consulting a dictionary if necessary. Decide which of the following messages (a-g) is not included in it.

- a Students who do voluntary or paid work in their gap year have a better chance of getting a job after university.
- b Employers look for much more than educational qualifications.
- c Many students use their gap year to pay for their university education.
- d Voluntary work in another culture can broaden your view of the world.
- e Some students can have negative gap year experiences.
- f A number of students do not use their gap year well.
- g Some students find it difficult to adjust to further education after a gap year.

4 Match the words with their definitions.

- | | |
|-----------------|--|
| 1 confidence | a to become fully grown or developed |
| 2 extended | b someone who does something without being paid |
| 3 faint-hearted | c the belief that you have the ability to do things well or deal with situation successfully |
| 4 isolated | d a quality that gives a person ability to continue to do something although this is difficult |
| 5 to mature | e abroad |
| 6 overseas | f to believe that someone is honest and will not harm you, cheat you, etc. |
| 7 persistence | g difficult |
| 8 tough | h increased, longer in time or bigger in size |
| 9 to trust | i not trying very hard, because you do not want to do something, or you are not confident that you can succeed |
| 10 a volunteer | j feeling alone and unable to meet or speak to other people |

5 Find the words or phrases in the article that mean the following (the number of the paragraph, in which the word appears, is in brackets).

- | | |
|--|---|
| a to acquire (a skill) — ... (1) | f people who are not prepared to make a lot of effort or are easily demotivated — ... (4) |
| b far from towns — ... (3) | g in a remote place — ... (4) |
| c carrying out (research, a survey) — ... (3) | h being very eager for something — ... (4) |
| d carefully watching a situation to see how it changes — ... (3) | |
| e a clear understanding of something, especially something complicated — ... (3) | |

6 Look for five types of gap year activities in paragraph 3 of the article. Ask and answer the questions in pairs.

- 1 To which types do the following activities belong?
- working with homeless children
 - protecting the habitat of white-headed vultures¹
 - searching for dinosaur fossils² in Patagonia
 - working in a mobile phone company
 - picking olives in Spain

¹a vulture [ˈvʌltʃə] — гриф²fossils [ˈfɒsɪlz] — скам'янілості; викопні тварини

- 2 Which of the types of gap year activities would interest an employer who is looking for someone who:
- is adventurous and has strong endurance¹ skills?
 - can adapt to different cultures?
 - has practical skills in the field of work?
 - has a caring personality?

7 *In groups, discuss the following question.*

- What do you think are the benefits and drawbacks of taking part in projects like the ones mentioned in the article?

8

Read about four examples of gap year opportunities.

Match each type (1-4) with the appropriate paragraph (A-D).

- 1 Adventure project
- 2 Environmental project
- 3 Humanitarian project
- 4 Structured work experience

- A** This Children's Village is a place of safety for children who have been removed from their families or orphaned. The aim is to reunite the children with their families or extended families. The volunteers assist in the village in numerous ways.
- B** The project is a part of a large international organisation that specialises in outdoor activities, such as climbing, trekking, etc. It aims to "encourage personal development and generate understanding between people" through placing individuals in adventurous and stimulating situations.
- C** Main activity of the project: conducting field research, collecting information and specimens of wolves and working at the Wolf Management Centre as part of a research and preservation programme.
- D** The company seeks ambitious, forward-thinking students who are looking for work during their gap year. They will be working with the team of researchers to provide timely and accurate information in response to requests from UK and overseas departments. They will come into contact with people at all levels within the company, so good interpersonal and communication skills are a necessity. The successful applicant will receive training. This is an excellent opportunity to get a good overview of business finance.

¹an endurance [ɪn'dʒʊərəns] — витривалість, терпіння

9 a) Read what Heather and Phil say (see page 50) and find out which of the projects (A-D) they are on.

A Children's Village

C World preservation

B Outdoor activities

D Work experience

I'm going to university next October to study economics, and I wanted to get some hands-on experience before I went, so I took a position here. I've been working here for three months so far. To start off with, I was trained in the systems they use. It was meant to last for a few weeks but it wasn't that difficult, so they cut it short and put me to work. I work in a team of researchers, and something I didn't know is how important teamwork is. Nobody here works by himself. Everyone is part of a team, so you have to depend on others and they have to be able to depend on you. They've all been very helpful, and to start with, they worked closely with me to make sure I did the job properly. But I've been working here for three months now, so I've now got some jobs that I do by myself, like maintaining a large database, for instance. Of course, I have to make sure that I do the job properly, or there'll be trouble for the whole team. This sometimes means that I stay after working hours to get something finished that's needed for the next day. You can't leave things half-done, but you have to keep at it until it's finished no matter what. So I've not just been learning a lot about business systems, but I've also learned that the way you communicate with people even more important.

Heather



I've been working here for five weeks. Basically, I've been looking after the older children rather than babies, you know, dressing and feeding them, playing with them, helping them with their schoolwork, though I have also spent some time caring for babies. Basically, we work as a team and in the evening we decide on what's to be done the next day and who's going to do it. But you can't just do your task and ignore what's going on around you. You see that something needs to be done, so you do it. Just after I arrived, there was an outbreak of hepatitis¹ in the area. It was a fairly scary time — hygiene² was everything. Kids could no longer share a towel after washing their hands, they couldn't share a cup of water. It wasn't easy. I can tell you. Tomorrow I'm taking some kids for an outing. I've got to make sure we all keep together and that nobody gets lost. But I've really enjoyed working with the children so far. If I'm honest, I'm not the biggest kids lover — I have no desire to work with kids long-term, but this changed my attitude completely.

Phil

b) Fill in the table with at least 3 skills and qualities (1-9) that each of the young people shows.

- 1 ability to work in a team
- 2 ability to plan
- 3 ability to learn
- 4 initiative
- 5 open-mindedness
- 6 responsibility

- 7 persistence
- 8 ability to handle difficult situations
- 9 practical skills in their field of work

Heather	1			
Phil				

¹hepatitis [ˌhepə'taɪtɪs] — гепатит

²hygiene ['haɪdʒi:n] — гигиена


**VOCABULARY
POINT**
Work or job?

Work is something you do to earn money. This noun is uncountable.

She enjoys her work in the hospital.

Job is used to talk about the particular type of work activity which you do.

He's looking for a job in computer programming.

Possibility, occasion or opportunity?

A **possibility** is a chance that something may happen or be true.

'Possibility' cannot be followed by an infinitive.

Is there a possibility of getting a job in your organisation?

An **occasion** is an event, or a time when something happens. 'Occasion' does not mean 'chance' or 'opportunity'.

Birthdays are always special occasions.

An **opportunity** is a possibility of doing something, or a situation which gives you the possibility of doing something.

The trip to Paris gave me an opportunity to speak French.

I have more opportunity to travel than my parents did.

1 Choose the correct word to complete each sentence.

- It was hard physical (**job / work**), you know, lifting people, helping them into wheelchairs and pushing them.
- I got my first (**job / work**) as an assistant receptionist in a hotel when I was just 18.
- It wasn't a very well-paid (**job / work**), but then first (**jobs / works**) often aren't.
- I thought it was a great (**opportunity / occasion / possibility**) to get some work experience.
- And on some (**opportunities / possibilities / occasions**) I was left on my own as the person in charge of the whole of this enormous hotel.



2 VOCABULARY



VOCABULARY POINT

career ['kæriə]

Your **career** is the work you do over a number of years: *His acting career began when he was just 6 years old and is still going well.*

employer [ɪm'plɔɪə]

is a person or company that employs other people.

employee [ɪm'plɔɪi:]

is a person who works for somebody.

2 **Brush up your vocabulary. Choose the best word to complete each sentence. Use a dictionary to help you.**

- 1 I plan to have a long (**career / occupation**) in advertising, but I know I will have to work hard to succeed.
- 2 The annual (**salary / money**) for this job is £35,000 a year.
- 3 I've got a holiday job, delivering newspapers. The (**salary / pay**) is quite good. It's £5.00 an hour.
- 4 When did your (**occupation / employment**) with this company begin?
- 5 So, would you like to arrange a loan with our bank, Mr Johnson? Do you mind if I ask you a few questions first? What is your (**occupation / employment**)?

Word Formation

assist	⇒	assistant, assistance
employ	⇒	(un)employment, employer, employee, unemployed
occupy	⇒	occupation
retire	⇒	retired, retirement
succeed	⇒	success, (un)successful

3 **Complete the sentences by changing the words in brackets into correct forms.**

- 1 My granddad had a long career. He started work as an assistant and worked his way to the top. (*assist*)
- 2 Being a firefighter is a very stressful (*occupy*)
- 3 It took Mark a long time to find a new job he was ... for nearly two years. (*employ*)
- 4 It takes a lot of hard work to be ... in this business. (*succeed*)
- 5 Mary is 60 next week and she's leaving, so remember to wish her 'Happy ...'. (*retire*)


**GRAMMAR
POINT**
PERFECT CONTINUOUS ASPECT (Revision)

This aspect reports events in progress in the period up to a point in time.

- The **Present Perfect Continuous** reports events in progress 'up to now'.

I've been learning Spanish since I arrived.

We've been eating genetically modified food without knowing it.

- The **Past Perfect Continuous** reports events in progress in the time period 'up to a point in the past'.

*Before I came here, I **had just been sitting** around. I knew I would do okay because I **had been practising**.*

- The **Future Perfect Continuous** reports events in progress in the time period 'up to a point in the future'.

*Their anniversary is coming up. They **will have been going out** together for six months.*

*If we don't get it right, we **'ll have been working** for nothing.*

*In twenty minutes' time, I **'ll have been driving** for six hours. Let's stop for a break.*

- 1 **Fill in the gaps with the correct Perfect Continuous forms of the verbs in brackets.**

1 I ... in this neighbourhood for six years now. (*live*)

2 His girlfriend dumped him because he ... another girl behind her back. (*see*)

3 The doctor asked him how long he ... unwell. (*feel*)

4 They always go there for their holiday. They ... there for years. (*go*)

5 By the time I leave school, I ... English for more than ten years. (*learn*)

CONTINUOUS vs PERFECT CONTINUOUS
Present

I am waiting.

(*Present Continuous: the action is in progress now*)

I have been waiting for twenty minutes.

(*Present Perfect Continuous: there is the element of length of time up to now*)

Past

I was waiting for the bus when it started to rain.

(*Past Continuous: the action was in progress at a particular time in the past*)

*I was in a bad mood when they arrived because I **had been waiting** for them for ages.*

(*Past Perfect Continuous: there is the element of length of time in the past*)

Future

I will be waiting outside the cinema when you arrive.
(Future Continuous)

If they don't come soon, ***I will have been waiting*** for almost an hour.
(Future Perfect Continuous)

2 Complete the sentences by changing the verbs in brackets into appropriate tense forms.

- 1 Tara has broken up with Tony. Now she ... Frank. (*date*)
- 2 Tara and Frank ... for two weeks. (*date*)
- 3 We didn't go for a walk because it ... at the time. (*rain*)
- 4 The playing field was almost under water because it ... for days. (*rain*)
- 5 This time next week, Anthony ... children how to abseil. (*teach*)
- 6 By the end of his stay in Mexico, Ben ... Spanish for a month. (*learn*)

PERFECT SIMPLE vs PERFECT CONTINUOUS

Present

We are tired. We have walked eight kilometres.

(Present Perfect Simple: the focus is on amount)

We are tired. We have been walking for two hours.

(Present Perfect Continuous: the focus is on length of time)

Past

We were tired. We had waked eight kilometres.

(Past Perfect Simple)

We were tired. We had been walking for two hours.

(Past Perfect Continuous)

Future

We'll be tired when we arrive. We'll have walked eight kilometres.

(Future Perfect Simple)

We'll be tired when we arrive. We'll have been walking for two hours.

(Future Perfect Continuous)



3 Put the verbs in brackets into the correct tense forms.

- 1 I see you're reading *The Da Vinci Code*. How long ... it? (*read*)
- 2 I see you're reading *The Da Vinci Code*. How much of it ... ? (*read*)
- 3 We said 'enough is enough' and stopped working. We ... what we could. (*do*)
- 4 We said 'enough is enough' and stopped working. We ... all day. (*work*)
- 5 They're on holiday. When their holiday is over, they ... for two weeks and ... six different countries. (*travel, visit*)

- 4 Read, then ask and answer the questions below in pairs.

I'VE GOT A WHOLE NEW WAY OF LOOKING AT THE WORLD

Natasha Anderson, 19, had not planned to take a gap year this year. "I didn't get the grades I needed for university. I'll take my exams again next June. At first, I didn't know what to do, but after a couple of months of doing nothing and feeling bad about myself, I contacted a gap year agency and now here I am, far from home."

"I've been here for five weeks so far. I've been helping build a water system, working alongside professionals. We're based in a permanent tented camp, but for the last two weeks I've been staying in a small camp some distance from the main one. It's all very exciting. Before I came here, I had just been sitting around watching daytime TV and getting bored."

"I've learned so much while I've been here. For example, I've been learning Spanish since I arrived, and that might be very useful for me later. I've met so many interesting people. I've got to know the locals and to understand their point of view. I realised how much of *what I thought was true* was just the way my particular culture viewed the world. In fact, I've now got a whole new way of looking at the world. Not only that, I now feel much more confident about myself."



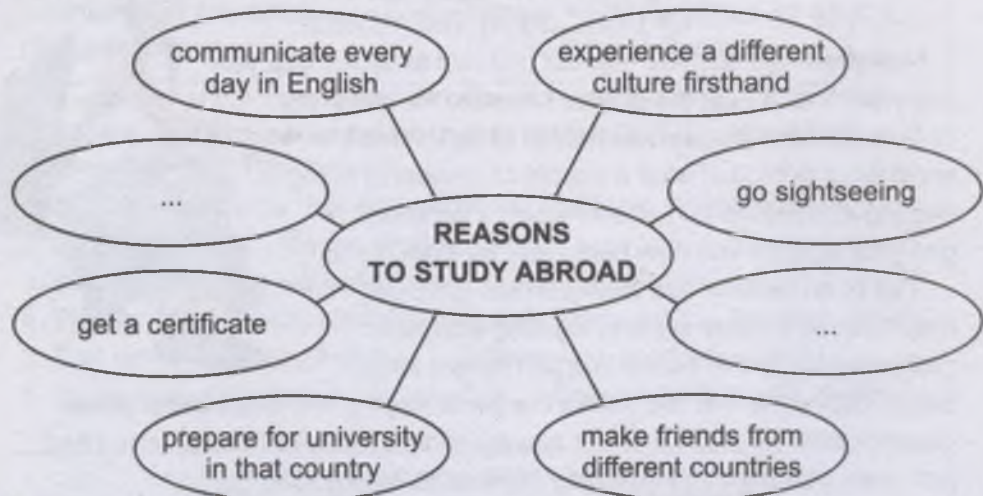
- 1 What activity is Natasha involved in?
- 2 How long has she been doing it?
- 3 What language is she learning?
- 4 How long has she been learning it?
- 5 Where is she staying?
- 6 How long has she been staying there?
- 7 How has she benefited from her experience?



2 LISTENING

MAKE UP YOUR MIND

- 1 **Speak on the reasons why some young people would like to study abroad. Use and complete the word map below.**



- 2 **Listen to the information about what each of the five English-speaking countries has to offer for students who are thinking of going overseas to study and answer the following questions in no more than three words. Make notes if you need.**

- 1 What type of university preparation course is available in the UK?
- 2 On which education system are New Zealand programmes founded?
- 3 Which two values are extremely important to Americans?
- 4 Which US educational programmes are two years in length?
- 5 Who concluded that Canada is one of the best countries in the world to live in?



3 Match the words from the 'Word File' with their definitions (1-9).

- 1 ... is known and admired by a lot of people, especially for some special skill, achievement, etc.
- 2 ... is attractive or interesting
- 3 ... is the right to do what you want without being restricted by anyone
- 4 ... is the freedom and the right to do whatever you want without being afraid of authority
- 5 ... is a variety including a range of different people or things
- 6 ... is someone who has completed a university degree course, especially for a first degree
- 7 ... is a course of study including several different subjects, taught in the first year at some universities in Britain
- 8 ... is funded by ordinary people in a country, who are not members of the government
- 9 ... is thought about in a good way

WORD
FILE

- diversity [daɪ'vɜ:səti]
- freedom ['fri:dəm]
- a graduate ['grædʒuət]
- liberty ['lɪbəti]
- Montreal [ˌmɒntri'ɔ:l]
- Vancouver [væn'ku:və]
- appealing [ə'pi:lɪŋ]
- renowned [rɪ'naʊnd]
- foundation course
- publicly funded
- to be well regarded (in)

4 a) Listen to the information again and refer the following statements (1-5) to the appropriate countries.

- AU (Australia)
- CA (Canada)
- NZ (New Zealand)
- UK (United Kingdom)
- US (United States)

- 1 There is an enormous choice of colleges and universities.
- 2 Some universities are famous for courses in environmental studies.
- 3 It is well-known for producing many famous authors.
- 4 Students should be able to think for themselves.
- 5 It is not a very expensive place to live in.

b) Tick (✓) the statements below if they are true and agree with them.

- 1 Australia is a dangerous country.
- 2 Most state universities in Australia are of comparable quality.
- 3 A degree from a UK university is highly regarded.
- 4 The British education system has a large practical element.
- 5 Canada has the top three universities in the world.

1 *In pairs, speak on how people find information about jobs in Ukraine.*

2 *In groups, discuss the questions below.*

- When were you able to give a definite answer about your future profession? Who helped you to make your choice?
- Has your choice of profession been changed from time to time as you grew older? Why?
- Do you think you'll have to change your mind after you finish school? What reasons could make you think about another profession?
- What should a young boy (girl) do to be well suited for a chosen job?
- Can you explain why new jobs are constantly appearing? What might be especially attractive in a new job?

3 *In pairs, complete the dialogues with your own endings and dramatise them in class.*

A "Have you chosen your future profession?"

"Strange as it may seem, I haven't yet."

"Well, I think it is natural that you hesitate. There are so many occupations, that it is not easy to decide."

B "Have you heard the news?"

"What news?"

"Nick has made up his mind to try to enter the teachers' college."

"Oh, my! It's unbelievable that he will become a teacher. He hates children."

C "There's no doubt that she should become a doctor."

"Why do you think so?"

"I've known her for many years as a very kind-hearted girl.

Besides, she comes from a doctor's family. For several generations they all have been doctors."

4 *Interview your classmates about their future jobs. Use the questions below. Work in pairs.*

- Have they already made decisions?
- Do they realise what they particularly enjoy about their jobs?
- Do they know what they should learn and be good at in order to be successful in their jobs?



5 Read the newspaper article. Then do the task below.

Ukrainian legislation gives wide opportunities for vocational training and for choosing a trade for all those who are looking for employment: young people who have left secondary school; young men after military service; people who have left their jobs because they have moved; housewives, etc.

The local authorities are obliged to assist people engaged in such activities. It stemmed, on the other hand, from the economic reconstructing that took place after the Soviet Union had been ruined. The other reason was that in recent years the crisis in world economy led to the growth of unemployment.

As a result, many enterprises are working only one shift instead of three. Under the command-and-administrative methods of management every official has extensive powers which he does not want to lose. However, the reorganisation opens up wide opportunities for those who do wish to contribute to the economic restructuring and apply themselves to real work.



WORD FILE

- authorities [ɔ:'θɒrɪtɪz]
- an enterprise ['entəpraɪz]
- legislation [ˌledʒɪs'leɪʃn]
- to assist [ə'sɪst]
- to contribute [ken'trɪbjʊ:t]
- vocational [vəʊ'keɪʃən]
- be engaged (in)
- be obliged (to)

Prepare and make a speech on the problem of jobs for young people in Ukraine at a sitting of the International Friendship Club for your British guests. They will have a lot of questions. Be ready to answer them. Work in two

teams: the first group writes speech and decides who'll be the speaker, the second group prepares and asks questions.



2 USE YOUR ENGLISH

1 Complete the sentences by changing the verbs in brackets into Future Perfect or Future Perfect Continuous forms.

- 1 At the end of this semester, Max will have been studying (study) at university for two years.
- 2 ... (you / have) dinner before you get here or should I prepare something for you to eat?
- 3 Saturday week, I ... (go out with) Judy for two years.
- 4 You ... (drive) for over six hours soon. Why don't you stop for a rest?
- 5 If I get home very late, my mother ... (worry) about me for several hours.
- 6 Don't call me after six as I ... (leave) by then.
- 7 I'll be exhausted by the time I cross the finish line as I ... (run) for over four hours.

2 Choose the correct word to complete each sentence.

- 1 I don't think there's much (possibility / opportunity) for us choosing him for the job.
- 2 I only wear this suit on special (occasions / opportunities).
- 3 Did you get a(n) (possibility / opportunity) to speak to Matt yesterday?
- 4 She's just written to our company applying for a (work / job).
- 5 I'm a qualified engineer, so my aim is to find (work / job) in that field if I can.
- 6 One of my (work / job) was to count the money at the end of the day.

3 Fill in the gaps choosing the correct words from the list on page 61.

STARTING A BUSINESS

Nearly 450,000 businesses are started in Britain (0) every year. One third (1) ... these stops trading during the first three years.

Starting a business is never easy (2) ... so many things are outside your control. If you are thinking about working for yourself, you (3) ... start by thinking about the qualities you need to (4) ... a business. Be hard with yourself. If you have a weakness, it is better to find out now (5) ... than later when your business could be in danger. Ask yourself (6) ... you are a good organiser. Is your health (7) ... ? Are you good (8) ... making decisions? Do you have any practical experience of the business you want

to start? Are you prepared to work long hours for very (9) ... money? If you can't (10) ... 'yes' to most of these questions, perhaps you should think again about starting up in business on your own.



- | | | | | |
|----|------------|-----------|------------|-------------|
| 0 | a) every | b) this | c) last | d) one |
| 1 | a) from | b) of | c) among | d) in |
| 2 | a) however | b) but | c) because | d) although |
| 3 | a) have | b) ought | c) need | d) must |
| 4 | a) run | b) make | c) do | d) set |
| 5 | a) more | b) rather | c) earlier | d) quicker |
| 6 | a) which | b) how | c) whether | d) that |
| 7 | a) fine | b) firm | c) well | d) good |
| 8 | a) at | b) for | c) in | d) with |
| 9 | a) short | b) little | c) low | d) few |
| 10 | a) give | b) report | c) answer | d) put |

4 a) Read and guess the jobs of the people (see pages 61-62).



Andy

Speaker A:

This isn't the job for someone who likes routine, because you never know what the next day is going to be like. This suits me, because I don't like to plan far in advance anyway. Every day is different, and every day involves meeting new people. My problem is that I quickly get bored, so it's good for me to have a job that gets me out and about. To do this job, you have to be a communicative person and be able to talk with anybody, because you meet all sorts of people. And you have to be spontaneous and react to the moment as it comes. I don't think I could stand a job where you sit in an office all day. I like to be where the action is.

Speaker B:

When I tell people what my job is they say it must be very difficult and depressing but I don't think so. I think it's a wonderful job. People say that it must involve a lot of personal sacrifice, I mean, there are all sorts of things that you have to do that most people wouldn't like to do, but personally I don't see it this way at all. In fact, I think I'm being selfish, because I'm doing what I want to do. I've always liked helping others. It gives me a good feeling and a sense of purpose. What amazes me is the sense of optimism my patients have. We have fun together and play games together. And, unlike in other jobs, you don't have to put on an act. I used to feel sorry for such people before I got this job, but not any more. I wouldn't change my job for the world.



Linda



Fred

Speaker C:

Many people think that this is a dull and boring job, but I think it's fascinating. I know I deal only with figures, but what's important is what these figures mean. For example, the profit and loss account sums up the work of a business. You see exactly how well the business is doing and what it needs to do to improve its performance. And it's a very challenging job. You have to pay a lot of attention to even the smallest detail and be very systematic and methodical in what you do. I like this. I don't like chaos but I do like putting things in order. It's like doing a jigsaw puzzle. To start with, you've just got various bits that you need to put together, and at the end you have a complete picture of how the company is doing. I find this very satisfying.

Speaker D:

I like my job because I have a lot of contact with people. The thing is, I like helping people, and I feel good when they go away with what they want. I think you have to be friendly to do this job well. Sometimes, of course, I meet people who are in a very bad mood, and this depressed me at first. But later I've learned that the problem isn't in me but in them. So I make an effort to be nice, and almost always they are nice back and even leave with a smile on their faces, which makes me feel good. I'd hate to be in a job where you have to judge people or tell them what to do. I just like to help.

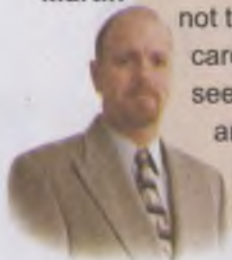


Ruth

Speaker E:

After school, I went to university and studied economics and then got a job in a large corporation. I stood it for a few years, but then I quit. I just didn't fit in. The trouble was that there I wasn't good at being told what to do and how to do it. All around me were procedures that I had to follow, and they often didn't make sense. I could often see a better way of doing things, but my boss wanted me to stick to the procedures and not to break the rules. So I left my job, and then made my hobby my career. The great thing about my job is that I have to be creative. I see a piece of land, whether part of an estate or a back yard in a city, and think how to make the best of it in both practical and artistic terms, and although I enjoy the company of people, I love the freedom of working on the land.

Martin



b) Match the people with their jobs.

- | | | |
|--------|---|----------------------------|
| Andy | 1 | accounting |
| Linda | 2 | salesperson |
| Fred | 3 | landscape gardener |
| Ruth | 4 | hospice ¹ nurse |
| Martin | 5 | journalist |

c) Match the people with their personality types. Then make notes on what they say to justify your answer. Work in pairs.

- | | | |
|--------|---|---|
| Andy | 1 | worried |
| Linda | 2 | living life to the full |
| Fred | 3 | nothing ventured ² ,
nothing gained |
| Ruth | 4 | warm-hearted |
| Martin | 5 | reliable |



5) In pairs, discuss the following questions.

- Do you think the above people have the right personalities for their jobs?
- How important do you think it is for people to have the right personalities for their jobs?

6) Role-play the situations (1, 2) in small groups.

Your older friend has just returned from the army. But he hasn't chosen a trade for himself yet. A special job service for young people has been opened recently in your town. They consult young people about the opportunities in getting jobs. Your friend asks you to go there and find out everything for him.

- 1 Go to the job centre and have a consultation about the opportunities for vocational training and choosing a trade. Find out if the local authorities are obliged to assist young people in finding a job.
- 2 Go back to your friend and tell him about your visit. Discuss all the opportunities together and choose a job for him.

¹a hospice ['hɒspɪs] — лікарня для безнадійно хворих
²to venture ['ventʃə] — ризикувати (чимсь), ставити на карту



2 USE YOUR ENGLISH

7 Read and discuss the questions in groups.

Leaving school and going on to higher education is an exciting thought. A university or college education has many attractions. A degree is still a must for many careers, and graduates tend to earn more than non-graduates. University life also gives you important experience as you leave home, mix with new people, learn to stand on your own two feet and broaden your horizons. There are plenty of universities to choose from in Ukraine. Look at them and consider more practical questions like these ones.

- Do you want to live away from home?
- Do you want to live on campus?
- Are there societies which interest you?
- What is the cost of living in different areas in Ukraine?
- How quickly can you get home for weekends and holidays?



8 Do a group project. You are going to prepare a presentation. Read the situation and follow the items below.

TAKING A GAP YEAR IN UKRAINE

You're going to attend an International Youth Action Conference that includes a section on gap years. You have been asked to present Ukraine.

1 In your group, prepare a short presentation.

Your presentation should include:

- the present attitude among young people in Ukraine towards taking a gap year;
- the present opportunities for young people in Ukraine to have a gap year-type experience;
- your view on the advantages and disadvantages for Ukrainian students of taking a gap year;
- recommendations on what action, if any, should be taken in Ukraine concerning gap years.



2 Make sure that your presentation has:

a An **Introduction** in which you say:

- what the issue is
- what your purpose is:

What I want to do (today / this morning) is to ...

My purpose / aim (today / this morning) is to ...

- what your topic is:

I'm going to talk about ...

The topic of my presentation is ...

- what points you will cover:

My presentation will be in 3 parts.

First I'll talk about / deal with ...

Then / Next / Secondly, I'll consider / deal with ...

Thirdly / Finally, I'll ...

- when the listener can ask questions:

If you have any questions, please feel free to interrupt me.

Finally, I'd be glad to answer any

questions you may / might have.

b A clear signal at the start of the

Body of the presentation:

Let me begin with ...

Now if we turn to ...

Let's deal next with ... + topic

This brings me to ...

I would like to go on to ...

c A clear summary / conclusion at the end of **each** part of the Body of the presentation, in which you restate your main point:

To summarise, ...

To conclude / In conclusion ...

d A **Conclusion** in which you:

- repeat your main points
- give your main conclusion

e An **Ending**:

Well, that's all I have to say.

Thank you for your attention.

If you have any questions, I'll do my best to answer them.

3 Give your presentation to the class and answer any questions the class might have.



2 WRITING

MAKE UP YOUR MIND

- 1 Refresh your knowledge on application letters. Compare the structures of two types of application and find out the difference between them. Work in pairs.

A JOB

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

stating reason(s) for writing

BODY PARAGRAPH

Paragraph 2-3-4

education & training & qualifications (previous work experience, skills, qualities, suitability)

CONCLUDING PARAGRAPH

Paragraph 5

writing closing remarks with other important information (job interview, references)

FORMAL ENDING

writer's full name

A COURSE

FORMAL GREETING

INTRODUCTORY PARAGRAPH

Paragraph 1

stating reason(s) for writing

BODY PARAGRAPH

Paragraph 2-3

qualifications & reason for applying for a course

CONCLUDING PARAGRAPH

Paragraph 4

writing closing remarks

FORMAL ENDING

writer's full name

- 2 Read the situation and make notes which will help you to write a letter.

You are an 18-year-old student looking for a summer job. A few days ago you saw an interesting advertisement in the daily newspaper for the position of a companion to a group of young children going to England for a language course. Write a letter of application explaining why you consider yourself to be suitable for the position.

- reason(s) for writing
- education
- experience
- skills, qualities
- closing remarks



3 Read the advertisement and put the extracts (A-I) from Cindy Taylor's application letter in the correct order.

HOTEL RECEPTIONIST

Excellent entry level vacancy for outgoing personality at this three-star hotel. The person appointed will be the first point of contact for visitors, clients and suppliers. Good phone and computer skills are a must. In this full-time position you will be part of a friendly and dynamic team, responsible for handing all front desk operations.

Reply to Mrs Willis, Manager,
The Manor Park Hotel, Stony
Stratford, Buckinghamshire.

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I look forward to hearing from you. (D)

Dear Mrs Willis, (E)

Yours sincerely, (F)

Enc. CV (G)

I have a very pleasant, outgoing personality and am used to dealing with people of all ages and levels. (H)

Re: Hotel receptionist vacancy (I)

I am twenty-four years old and am about to finish a course in hotel administration. Earlier this year I worked for three months as a trainee in a small family-run hotel. Your vacancy is of particular interest to me as my duties involved taking phone calls, making bookings and providing guests with a warm welcome, which I feel is important to this kind of post. (A)

I would like to apply for the position of hotel receptionist, as advertised in the Hotel & Catering Reporter on 12 May. (B)

I enclose a copy of my current CV for your information. Please contact me should you require any further details. (C)

Find Job

Shift

67

Modified Stream Insert

1:1



Curriculum Vitae

When you apply for a job, you are required to enclose your CURRICULUM VITAE (*abbr.* CV) or RESUME (*AmE*). It is a written record of your education and employment. A CV can have a variety of layouts, but you must include the following information:

- 1 PERSONAL INFORMATION (name, date of birth, address)
- 2 EDUCATION / QUALIFICATIONS
- 3 WORK EXPERIENCE
- 4 OTHER INFORMATION (skills, qualities)
- 5 REFEREES

4 **Work in pairs. Read the CV below and answer the questions.**

- 1 How does Michael Blanc describe his qualifications in English?
- 2 In what sector of the tourism industry has he worked?
- 3 What experience has he had?

Personal Details

Michael Blanc
5 rue de la Liberation
76000 Rouen, France
email: michel_blanc@yahoo.fr
25 years old
French

**Education and Qualifications**

Baccalaureate (Equivalent to British 'A' levels, specialising in economic subjects.)
BTS Tourism (Two years' vocational training in Leisure and Tourism.)

Work Experience

Internship at the Ibis Hotel (Southampton) 62 bedrooms, three conference rooms.
Supervised the operation of the night shift, dealt with questions and complaints, implemented routine checks of the hotel, collected and compiled the daily business figures and entered statistics into a database to produce the daily reports.
Le Parc (Rouen) Assistant Manager of a three-star hotel (45 rooms, 26,000 covers p.a.). Responsible for customer care, staff supervision, sales promotion (accommodation, seminars, banquets) and accounting.

Professional Skills

Project management, sales, customer care and public relations, budgeting and forecasting.

Computer Skills: MS Office, specialist management software (HOTIX, LOGHOREST, CALLSTAR)

Languages: English, Spanish, some German

Interests: Sailing, skiing, scuba diving

Name and Address of Referee

Mr Clark, Oasis Hotel, 26 Wharf Street,
Southampton

5 a) In groups, discuss the information presented by a job centre worker.

There is lots of advice and CV samples and a lot of them differ so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two pages of A4 paper and be divided into clear headings.

The first section should include *personal details*: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes *education and qualifications* starting with the most recent things. The third section deals with *work experience* — again starting with the most recent job. I think it's important here to be brief so use bullet points and action verbs. You don't need to use complete sentences as long as it's very clear what you've done.

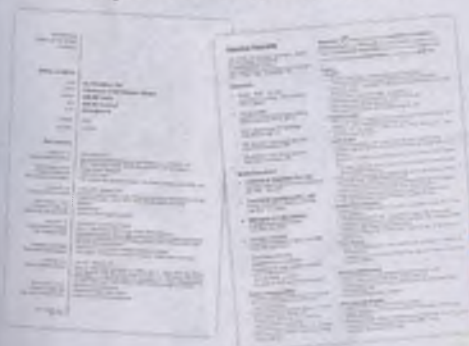
Following this is the section on *professional skills*. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail *your interests*. An employer likes to know what kind of person you are and things like team sports, for example.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully.

Then put it in a good quality large envelope so you don't have to fold it.



b) Look at the CV in task 4 again and discuss the questions.

- Does this CV follow the above advice?
- How is this advice different from CVs in Ukraine?

6 Work in pairs. Draft your own imaginary CV and show it to a partner. Ask him or her to evaluate it using the following check points.

- Does it look good?
- Does it list experience starting from the present?
- Is it too long / too short?
- Is the contact information clear?
- Does it provide a good basis for an interview?

7

Read the advertisement and write your own letter of application. Follow the instructions below.

ENERGETIC YOUNG PEOPLE NEEDED

to help organise social activities for summer camps for young people (aged 10-14) on the coast in August.



CANDIDATES SHOULD:

- be over 17
- have a good knowledge of English
- be interested in sport
- be good at organising games, etc.
- enjoy working with young people

Have you got what it takes? If so, we'd like to hear from you.

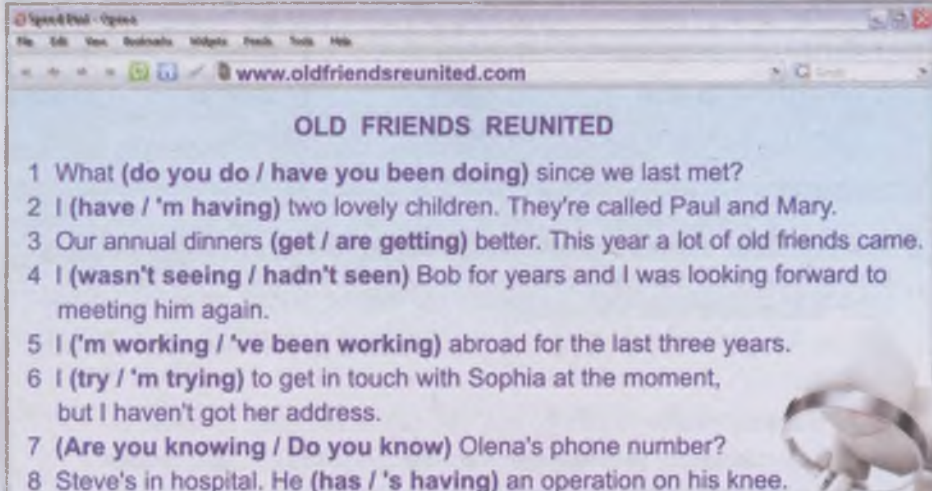
Sally Wright, Beach Camp Europe
18 Palmers Rd, London W2 8EX, England
email: sally@beachcamp.uk

- 1 Start: *I am writing ...*
- 2 Then give information about yourself, making sure you show your qualities and motivation.
- 3 Organise your paragraphs according to the instructions in task 5.
- 4 Start the final paragraph with *I would very much appreciate ...*
- 5 Write your name under your signature.



GRAMMAR

- 1 Choose the correct tense form to complete each sentence.



Speed Dial - Firefox
www.olfriendsreunited.com

OLD FRIENDS REUNITED

- 1 What (do you do / have you been doing) since we last met?
- 2 I (have / 'm having) two lovely children. They're called Paul and Mary.
- 3 Our annual dinners (get / are getting) better. This year a lot of old friends came.
- 4 I (wasn't seeing / hadn't seen) Bob for years and I was looking forward to meeting him again.
- 5 I ('m working / 've been working) abroad for the last three years.
- 6 I (try / 'm trying) to get in touch with Sophia at the moment, but I haven't got her address.
- 7 (Are you knowing / Do you know) Olena's phone number?
- 8 Steve's in hospital. He (has / 's having) an operation on his knee.

VOCABULARY

- 2 Choose the correct word from the list to complete the text.

FURTHER EDUCATION

Around the age of sixteen you must make one of the biggest decisions (1) ... your life. Do I stay on at school and hopefully go on to university (2) ... ? Do I leave and start work or begin a training (3) ... ? The decision is yours, but it may be (4) ... remembering two things: there's more unemployment (5) ... people who haven't been to university, and people who have the right (6) ... will have a big advantage in the competition for jobs.

If you decide to go (7) ... into a job, there are many opportunities for training. Getting qualifications will (8) ... you to get on more quickly in many careers, and evening classes allow you to learn (9) ... you earn. Starting work and taking a break to study when you're older is (10) ... possibility. This way, you can save up money for your student days, as well as (11) ... practical work experience.

- | | | | | |
|---|-----------|--------------|--------------|-----------|
| 1 | a) of | b) to | c) with | d) for |
| 2 | a) after | b) later | c) then | d) past |
| 3 | a) school | b) class | c) course | d) term |
| 4 | a) worth | b) necessary | c) important | d) useful |

2 CHECK YOUR SKILLS

- | | | | | |
|----|-------------|----------|------------|------------|
| 5 | a) between | b) among | c) with | d) through |
| 6 | a) notes | b) paper | c) arts | d) skills |
| 7 | a) straight | b) just | c) direct | d) rather |
| 8 | a) make | b) help | c) let | d) give |
| 9 | a) where | b) while | c) when | d) what |
| 10 | a) also | b) again | c) another | d) always |
| 11 | a) get | b) make | c) take | d) do |

LISTENING

3 You will hear somebody showing new students around a college. Complete each sentence with no more than two words. You will hear the words that you need.

- The people on duty at the (1) ... should be able to help you with any enquiries.
- At the examinations office, you can (2) ... and pay for exams.
- You can also get leaflets with information on (3) ... and prices.
- In order to get a library card, you must show your (4) ...
- You can use the IT centre if you need to use a computer for your (5) ... or to access the Internet.
- All students are issued a college (6) ... and a password to access the college intranet.
- You should go to the student (7) ... office if you have any problems of any kind.
- The canteen works from seven-thirty a.m. until (8) ... p.m.
- The bar serves drinks from eleven a.m. until one p.m., and from seven-thirty p.m. until (9) ... at night.
- All classrooms have (10) ..., audio-visual equipment and boards.

READING

4 Read the text first, then read the statements (1-10) and tick (✓) only those ones which are appropriate to the content of the text.

GETTING A JOB IN EUROPE

You can find information about jobs at a number of different places.

At school. During their last years at school, students get advice about further study and finding jobs. All secondary schools have a careers teacher. It's his/her job to provide students with information about study and work. Careers teachers will arrange visits to factories, offices, colleges, etc. They invite people from local organisations to come to the school to talk to the students. They also help students to apply for jobs.

A lot of schools now organise 'work experience' for students in the last two compulsory years of school (aged 14-16). The students go out to work for a week. They work in all kinds of places — factories, shops, offices or hotels. Afterwards they have to write about their experience and what it has taught them. (Most students report that school isn't so bad after all!)

Outside school. For people who have already left school, there are a number of places where they can find out about jobs. Local newspapers carry advertisements for jobs, and there is a Job Centre in every large town. Employers advertise jobs here. If you are unemployed, you can go to the Job Centre to look for a job.

More and more young people now continue their studies as long as possible. They go on from school to university or a college to get higher qualifications. There are also several training schemes, where young people can learn the skills to help them get a better job.

- 1 There are lots of places where people can find information about jobs.
- 2 It's a head-teacher's responsibility to provide students with information about jobs.
- 3 People from factories, colleges, etc. help students to apply for jobs.
- 4 Students of 14-16 years old are invited to go out for 'work experience'.
- 5 There are Job Centres at many schools.
- 6 Advertisements for jobs are often published in newspapers.
- 7 Employers go to students who are in the last two compulsory years.
- 8 Young people prefer to study as long as they can.
- 9 Getting higher qualifications is not much popular nowadays.
- 10 Young people can learn how to get a better job due to some training schemes that have appeared recently.

CAN YOU ... IN ENGLISH?

 — Yes, I can.

- read and understand about professions and job requirements
- read and understand CVs
- listen and understand information about courses and universities
- talk about skills, abilities and different activities to develop them
- discuss the problem of jobs for young people
- understand and use tense forms of the verb in Perfect Aspect
- write application letters for a job and for a course

CAN YOU ...
IN ENGLISH?