

1

# Nine to five



**Get off the sofa!**

Life after university

**If you ask me**

Investing in people

**Tell me something about yourself ...**

Dos and don'ts of writing a résumé

# Active reading (1)



**1** Read the introduction to the passage and answer the questions.

- 1 What is the first problem facing the students leaving university?
- 2 How do you think they will react if they can't find a job?
- 3 What do you think their parents will do if they can't find a job?
- 4 Whose point of view will be given in the passage: the parents' or the students'?

Now read the passage from *The Times* and check your answers.



# Looking for a job after university? First, get off the sofa

More than 650,000 students left university this summer and many have no idea about the way to get a job. How tough should a parent be to galvanize them in these financially fraught times?

- 1 In July, you looked on as your handsome 21-year-old son, dressed in gown and mortarboard, proudly clutched his honours degree for his graduation photo. Those memories of forking out thousands of pounds a year so that he could eat well and go to the odd party, began to fade. Until now.
- 2 As the summer break comes to a close and students across the country prepare for the start of a new term, you find that your graduate son is still spending his days slumped in front of the television, broken only by texting, Facebook and visits to the pub. This former scion of Generation Y has morphed overnight into a member of Generation Grunt. Will he ever get a job?
- 3 This is the scenario facing thousands of families. More than 650,000 students left university this summer and most in these financially testing times have no idea what to do next. Parents revert to nagging; sons and daughters become rebels without a cause, aware that they need to get a job, but not sure how.
- 4 Jack Goodwin, from Middlesex, graduated with a 2:1 in politics from Nottingham this summer. He walked into the university careers service and straight back out again; there was a big queue. He lived with five other boys all of whom did the same. There was no pressure to find a job, even though most of the girls he knew had a clearer plan.
- 5 "I applied for a job as a political researcher, but got turned down," he says. "They were paying £18,000, which doesn't buy you much more than a tin of beans after rent, but they wanted people with experience or master's degrees. Then I applied for the Civil Service

## Language and culture

Facebook is a corporation and

social networking service headquartered in the US.

**Generation Y** refers to the generation of children born between the early 1980s and early 1990s. They are characterized by their use of digital technology as well as affected by the worldwide political, social and economic changes from 1989 onwards.

A **2:1** means an Upper Second-Class Honours degree, which is one of the final grades students can obtain. It's based on the average mark of the assessed work which a student has completed. Other Honours degrees include First (First-Class Honours), 2:2 (Lower Second-Class Honours), and Third (Third-Class Honours).

**Civil Service Fast Stream** refers to the recruitment of graduates to serve in government departments or agencies. Their academic and personal records assure them of fast promotion in government service.

documentary series about traffic police.

**El Pollo Loco** is a chain of fast-food restaurants best known for its Mexican food.

Fast Stream. I passed the exam, but at the interviews they accused me of being 'too detached' and talking in language that was 'too technocratic', which I didn't think possible, but obviously it is."

- 6 Since then he has spent the summer "hiding". He can recount several episodes of *Traffic Cops* and has seen more daytime television than is healthy. He talks to his friends about his aimless days and finds that most are in the same boat. One has been forced out to stack shelves by his parents. For the rest it is 9-to-5 "chilling" before heading to the pub. So how about working behind the bar, to pay for those drinks? "I don't want to do bar work. I went to a comprehensive and I worked my backside off to go to a good university, where I worked really hard to get a good degree," he says. "Now I'm back at the same stage as those friends who didn't go to uni at all, who are pulling pints and doing dead-end jobs. I feel that I've come full circle."
- 7 Jacqueline Goodwin, his mother, defends him. She insists that he has tried to get a job, but having worked full-time since leaving school herself, she and her husband find it tricky to advise him on how to proceed. "I have always had to work," she says. "It's difficult because when you have a degree, it opens new doors for you, or you'd like to think that it does."
- 8 Although she is taking a soft line with her son at the moment, she is clear that after an upcoming three-week trip to South America, his holiday from work will have to end. He may even have to pay rent and contribute to the household bills.
- 9 "They've got to grow up at some point. We've finished paying for university, so a little bit of help back is good," she says. "The South America trip is the cutoff point. When he comes back there'll be Christmas work if nothing else."
- 10 Gael Lindenfield, a psychotherapist and the author of *The Emotional Healing Strategy*, says that the Goodwin parents have struck exactly the right note. The transition from university to a job is tough for parents and children: Crucially they must balance being positive and understanding with not making life too comfortable for their offspring.
- 11 "The main job for the parents is to be there because if they start advising them what to do, that is when the conflict starts. If you have contacts, by all means use those," she says. "But a lot of parents get too soft. Put limits on how much money you give them, and ask them to pay rent or contribute to the care of the house or the pets. Carry on life as normal and don't allow them to abuse your bank account or sap your reserves of emotional energy."

- <sup>12</sup> Paying for career consultations, train fares to interviews or books are good things; being too pushy is not. But while parents should be wary of becoming too soft, Lindenfield advises them to tread sympathetically after a job setback for a few days or even weeks – depending on the scale of the knock. After that the son or daughter needs to be nudged firmly back into the saddle.
- <sup>13</sup> Boys are more likely to get stuck at home. Lindenfield believes that men are often better at helping their sons, nephews, or friends’ sons than are mothers and sisters. Men have a different way of handling setbacks than women, she says, so they need the male presence to talk it through.
- <sup>14</sup> As for bar work, she is a passionate advocate: It’s a great antidote to graduate apathy. It just depends on how you approach it. Lindenfield, who found her first job as an aerial photographic assistant through bar work, says it is a great networking opportunity and certainly more likely to get you a job than lounging in front of the TV.
- <sup>15</sup> “The same goes for shelf-stacking. You will be spotted if you’re good at it. If you’re bright and cheerful and are polite to the customers, you’ll soon get moved on. So think of it as an opportunity; people who are successful in the long run have often got shelf-stacking stories,” she says.
- <sup>16</sup> Your son or daughter may not want to follow Hollywood stars such as Whoopi Goldberg into applying make-up to corpses in a mortuary, or guarding nuclear power plants like Bruce Willis, but even Brad Pitt had to stand outside the El Pollo Loco restaurant chain in a giant chicken suit at one time in his life. None of them appears the poorer for these experiences.



## Reading and understanding

### 2 Choose the best answer to the questions.

- 1 Why hasn't Jack Goodwin got a job yet?
  - (a) He doesn't have a very good degree.
  - (b) He refuses to apply for jobs with low salaries.
  - (c) It isn't easy to get a job in the current financial climate.
  - (d) He prefers to stay at home and help his family.
- 2 How does he spend a typical day?
  - (a) Doing a temporary job.
  - (b) Watching television.
  - (c) Queuing up in the university careers service.
  - (d) Preparing for the next job interview.
- 3 How do most of his friends spend the day?
  - (a) They do nothing all day and go to the pub in the evening.
  - (b) They do outdoor activities such as sailing.
  - (c) They are forced to work by their parents.
  - (d) They do part-time jobs such as working in a bar.
- 4 How are Jack's parents helping him?
  - (a) By looking for jobs for him.
  - (b) By paying for a trip to South America.
  - (c) By gradually making him more financially aware.
  - (d) By threatening to throw him out of the house.
- 5 What does Gael Lindenfield say about Jack's parents?
  - (a) They have not really understood Jack's problems.
  - (b) They have made life too comfortable for Jack.
  - (c) The approach they have chosen is the right one.
  - (d) They need help from a psychologist.
- 6 What do Whoopi Goldberg, Bruce Willis and Brad Pitt have in common?
  - (a) They all did bar work before going to university.
  - (b) They took part in protests against nuclear power plants.
  - (c) They learnt to act by dressing up as giant chickens.
  - (d) They all did temporary jobs at one stage in their lives.

## Dealing with unfamiliar words

### 3 Complete the paragraph with the correct form of the words below.

detached proceed recount revert slump transition upcoming

It isn't easy to make the (1) \_\_\_\_\_ from a busy university student to an unemployed young adult (2) \_\_\_\_\_ on a bar stool or half watching a mindless television show, wondering if and how their career is going to (3) \_\_\_\_\_. Many people who have experienced a long period of inactivity like this, when (4) \_\_\_\_\_ how they felt at the time, refer to the same strange psychological effect. As the days pass, they begin to feel (5) \_\_\_\_\_ from any sense of pressure to go and look for a job, and tend to regard (6) \_\_\_\_\_ interviews as if they were not very important. Typically, back at home after three or four years away, they (7) \_\_\_\_\_ to old habits, start seeing old friends, and, in many cases, become dependent again on their parents.

**4** Replace the underlined words with the correct form of the words below.  
You may need to make other changes.

advocate aerial comprehensive cop heal lounge setback

- 1 I went to a mixed-ability secondary school just outside London.
- 2 I got stopped by a policeman who asked to see my driving licence.
- 3 Have you seen this beautiful view of Oxford from the air?
- 4 She had a good job but she suffered a problem with her health.
- 5 I hurt my leg badly a couple of months ago, and it still hasn't got better completely.
- 6 When he got home from work his son was lying lazily on the couch listening to music.
- 7 You should speak to Toby; he's a supporter of flexible working hours.

**5** Complete the sentences with the correct form of the expressions below.

by all means come full circle fork out go for strike the right note  
take a soft line talk through turn down

- 1 Parents have to \_\_\_\_\_ a lot of money to send their children to university.
- 2 He wanted to be a pilot, but because of his bad eyesight they \_\_\_\_\_ him \_\_\_\_\_.
- 3 After leaving university, he's now living at home again, so he's \_\_\_\_\_.
- 4 They shouldn't have \_\_\_\_\_ with him, they should have made him get a job.
- 5 It's difficult to \_\_\_\_\_ between being too soft and getting tough with their children.
- 6 \_\_\_\_\_ make sure the child is warm and well fed, but don't make it too easy for them.
- 7 If you have a problem, it may be best to \_\_\_\_\_ it \_\_\_\_\_ with a family friend.
- 8 Even a bar job gives you experience, and the same \_\_\_\_\_ working in a supermarket.

**6** Answer the questions about the words and expressions.

- 1 If someone *nags* someone else, are they (a) encouraging them, or (b) criticizing them constantly?
- 2 Is a *dead-end* job one with (a) exciting prospects, or (b) no future?
- 3 Is a *tricky* problem (a) difficult, or (b) easy to solve?
- 4 If an activity *saps* all your energy, do you feel (a) tired, or (b) more active than usual?
- 5 Does a *pushy* person try to (a) persuade you to do something you don't want to, or (b) help you by listening to what you have to say?
- 6 If you're *wary of doing something*, are you likely to be (a) hesitant and reluctant, or (b) willing and enthusiastic?
- 7 If you fall into *apathy*, do you want to (a) change the world, or (b) stay at home and do nothing?





## Reading and interpreting

### Point of view

One way of highlighting different aspects of a problem – such as the one described in the passage – is by examining it from different people’s viewpoints. The writer does this in different ways: by presenting the scene from the parents’ point of view, by quoting a student at length, by summarizing the point of view of a psychologist, and by adding his own comments.

### 7 Answer the questions.

- 1 “Will he ever get a job?” Who is asking this question? What mood does it express?
- 2 Who describes Generation Y as “rebels without a cause”? Is it a fair description?
- 3 Jack “walked into the university careers service and straight back out again”. What does this suggest about Jack’s character?
- 4 Jack spent the summer “hiding”. Hiding from what? Why are quotation marks used?
- 5 How is Mrs Goodwin’s point of view affected by her own personal experience?
- 6 How is Lindenfield’s point of view affected by her own personal experience?
- 7 What would the first two paragraphs have focused on if they had been presented from the point of view of the students rather than the parents?

### Developing critical thinking

### 8 Work in pairs and discuss the questions.

- 1 Which advice Lindenfield gives to parents do you agree with (if any), and why?
- 2 Do you agree that men can give boys better advice than women when they are stuck in setbacks? Why / Why not?
- 3 Do you think the passage is a fair overview of the problem of graduate unemployment?





# Talking point

## 1 Do the quiz.

### How motivated are you?

- 1 What will you be doing five years from now?  
(a) I've got no idea.  
(b) I know what I'd like to be doing!  
(c) I know exactly what I'll be doing.
- 2 What do you feel about any mistakes you made in the past?  
(a) I cringe every time I think about them.  
(b) They were a learning experience, I suppose.  
(c) Everyone makes mistakes, including me.
- 3 What do you do when you just can't complete a piece of work?  
(a) Switch off the computer and forget about it.  
(b) Keep going all the same, bleary-eyed and yawning.  
(c) Get up early tomorrow morning and have another go.
- 4 How do you feel about sitting through a lecture which isn't connected to your field?  
(a) I walk out when I realize it's of no use.  
(b) I try not to fall asleep.  
(c) You learn something new every day, don't you?
- 5 If you don't get offered a job on your first interview, how do you think you will feel?  
(a) Depressed.  
(b) I wouldn't expect to get offered a job on my first interview!  
(c) Ready for the next interview.

## 2 Work in pairs. Check and discuss your results.

- If you answered (c) for all five questions, you are highly motivated and you've got it all mapped out.
- If you had three or more (c)s, you are quite motivated. The future looks rosy.
- If you had one or no (c)s, perhaps you should start thinking about what you want from life!



# Active reading (2)



**1** Look at the photo and answer the questions.

- 1 What word did Jack Goodwin in Active reading (1) use to describe jobs such as this?
- 2 What do you have to do if you work behind a bar?
- 3 What do you think is difficult about the job?
- 4 How well-paid do you think it is?
- 5 How important is it to be friendly to clients?

Now read the passage and find out about the writer's experience in a pub.

# If you ask me

- <sup>1</sup> If you ask me, real life is not all it's cracked up to be. Twelve years at school and three years at university, teachers banging on about opportunities in the big wide world beyond our sheltered life as students, and what do I find?
- <sup>2</sup> Try as I might to stay cheerful, all I ever get is hassle, sometimes with people (especially boys – when will they grow up?), but mostly with money. It's just so expensive out here! Everyone wants a slice off you. The Inland Revenue wants to deduct income tax, the bank manager wants repayments on my student loan, the landlord wants the rent, gas, water and electricity, and my mobile bills keep coming in, and all that's before I've had anything to eat. And then some bright spark calls me out of the blue, asking if I'm interested in buying a pension. At this rate, I won't even last till the end of the year, let alone till I'm 60.
- <sup>3</sup> I didn't really want to go out to work just yet. I mean, I wasn't a dropout and I knew I'd have to some day. According to any number of people "life's not a picnic", "there's no such thing as a free lunch". But given that I'd got a good degree, I thought I'd like to go on to get my master's. Actually, I had my eye on the course at the London School of Economics (LSE). Top school, very good for my CV. But I talked to my mum about it, and she said she couldn't afford to support me any more. I kind of understand it, and not just because my degree is in economics. She'd worked hard for 15 years to give me an education. My dad wasn't around most of the time, and when he was, he didn't have any money. He'd spent it gambling on the dogs or down the pub. So it came to the point when I just agreed with Mum, and bowed myself towards the inevitable.
- <sup>4</sup> If you ask me, and despite everything you hear, fortunately there are some really nice people out there. Take Mike, for example. When I left university, what I thought was that my mum would feel obliged to look after me if I returned home. So I packed up my belongings and went to London to get a job. I wanted something in finance and investments, because, you know, maybe with a job like that, I could use my degree. But by that time, there were no jobs left, and I didn't really want to end up in some boring office, doing photocopies and making the tea.
- <sup>5</sup> Go anywhere you like in London and there's usually a good pub. The day I realized no one in the city was going to offer me a job, I went into The Salisbury on Leadenhall Street for a drink and something

**Language  
and culture**

The **Inland  
Revenue**  
is the

government organization  
responsible for collecting taxes  
in the UK.



to eat. Mike the landlord was at the bar, pouring pints with one hand, making sandwiches with the other, and washing the glasses all at the same time – it's true, he really did seem to have three hands. He also seemed to know everyone, and greeted the regulars by name, getting their drinks ready with the question, "The usual today, is it?" I thought he looked kind of cool – he was doing what he did best, serving thirsty clients, and no one did it better. So I went up to him and asked him whether there was a job for me.

- <sup>6</sup> Well, to cut a long story short, I started work in the pub one Friday lunchtime. It was quite demanding work, but I liked it. People seemed to find me amusing and it made me feel better too. There was one middle-aged regular in a suit who always had a half of bitter and a ham and pickle sandwich, with the crusts cut off. When I saw Tony coming, I tried to have his lunch ready for him even before he asked. He was another one of those really nice people.
- <sup>7</sup> If you ask me, spending money when you don't have any is dead easy. I began to think about how I'd spend my first month's wages. The flat where I was staying was expensive, and I just about had enough to cover the first month's substantial bills. But I calculated that there'd be just enough money over to treat myself to something. Why not get a CD or maybe a plant to cheer up the flat? I thought.
- <sup>8</sup> It was my birthday on payday. Apart from Mike and Tony, I didn't have any friends in London. Seeing that I didn't have a boyfriend either, you can understand why I began to feel sorry for myself. So I ordered myself some flowers, and asked for them to be sent with a little card, saying "With all my love, Anon." The highlight of my birthday would be the confused look in the florist's eyes when he delivered them.
- <sup>9</sup> Later that week, Tony came in as usual and sat down at the bar. "What's wrong with you? Where's that smile gone today?" I talked to him about ... well, about pretty well everything, money, the master's, my birthday, the lot. He sympathized with me.
- <sup>10</sup> Tony got up from his stool, and went over to talk to some of the others. Remember: The Salisbury is right in the heart of the City, so all the customers were in banking or insurance or the stock market. Next day he turned up with cheques to the value of £20,000. "This is a loan for you to set up your business. The only collateral you have is my trust in you that one day, you'll pay us back – if you can. And if you can't, too bad, that's the finance business for you. But I think you will."
- <sup>11</sup> I didn't say anything for fear that I was going to cry. What were the odds on anyone being so nice?
- <sup>12</sup> And the flowers? I redirected them to my mum, and they arrived for her on my birthday. She deserved them, don't you think?



- 13 If you ask me, looking back after all these years, you only need one or two breaks in your life to succeed. The fact that the rest is hard work doesn't matter – it's still worth it.
- 14 After a year working at The Salisbury, I got a place at the LSE, did my master's and found a job in an investment bank. I invested the £20,000, and sold out before the 2008 crash. I paid back Tony and the other investors, with ten per cent annual interest, and set up my own firm. It exceeded all my expectations and is still a thriving business.
- 15 Tony wrote me a thank-you note. He'd been in a car accident, and couldn't walk. The money I paid back would allow him to adapt his house so he could move around it in his wheelchair. This is what he wrote:
- 16 "Thirty-five years in banking, and I've never made a better investment than the loan to you. You've repaid the money with interest, and my trust in you and your honesty 100-fold. If you ask me, investing in people gives the best return you can ever hope for."
- 17 If you ask me, he's right. What do you think?

## Reading and understanding

### 2 Choose the best answer to the questions.

- 1 What did the writer want to do after finishing her degree?
  - (a) To do an MA at the London School of Economics.
  - (b) To earn some money to pay off her loan.
  - (c) To start working as soon as possible.
  - (d) To return home and help her mother.
- 2 Why did she ask for a job in The Salisbury?
  - (a) She was hungry and thirsty.
  - (b) She thought it would lead to better things.
  - (c) She was a friend of the landlord.
  - (d) She had the idea when she saw the landlord working.
- 3 What did she buy with her first salary?
  - (a) A bunch of flowers.
  - (b) A CD and a plant for the flat she lived in.
  - (c) A ham sandwich and a glass of beer.
  - (d) She didn't have any money left after paying the bills.
- 4 Why did Tony give her £20,000?
  - (a) He found out it was her birthday and wanted to help.
  - (b) He trusted her and thought it would help her.
  - (c) He wanted her to leave the pub and work for him.
  - (d) He was secretly in love with her.
- 5 What did she do with the money?
  - (a) She used it to pay for her course at the LSE.
  - (b) She lost a lot of it in the 2008 stock market crash.
  - (c) She invested it and paid back Tony and other investors.
  - (d) She used it to start her own business.
- 6 Why was Tony pleased when she repaid the loan?
  - (a) He had had an accident and needed the money for a wheelchair.
  - (b) It meant that he would be able to see her again.
  - (c) It proved that he had been right to invest in her.
  - (d) She paid back the loan with a lot of interest.

### 3 Work in pairs and answer the questions. What do we know about the writer's:

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 family background?            | 5 love life?               |
| 2 career as a student?          | 6 financial expertise?     |
| 3 ambition?                     | 7 sense of responsibility? |
| 4 appreciation of other people? | 8 philosophy of life?      |





## Dealing with unfamiliar words

4 Complete the conversation with the correct form of the words below.

deduct demanding fortunately highlight  
loan sympathize

- A After three years at university, I'm now quite heavily in debt.  
B I (1) \_\_\_\_\_ with you, I know what it's like to have financial problems. But (2) \_\_\_\_\_ I didn't need to take out a student (3) \_\_\_\_\_ when I was at university, because I had a part-time job.  
A What did you do?  
B I worked in a restaurant at weekends.  
A That must have been very (4) \_\_\_\_\_.  
B Yes, it was. I had to get the right balance between work and study. But the other people who worked there were good fun to be with, so it was quite amusing too. The (5) \_\_\_\_\_ of the weekend was always Saturday night when we worked overtime.  
A But I don't expect you made a lot of money?  
B No, there wasn't much after they'd (6) \_\_\_\_\_ tax and pension contributions. But it was enough to keep me going.

5 Replace the underlined words with the correct form of the words below. You may need to make other changes.

belongings dropout gamble honesty odds  
repay substantial thriving

- When I was at college I kept all my personal things in an old cupboard.
- Few people who leave university before getting a degree end up in good jobs.
- I think she'll get a good degree, but I wouldn't risk my money on the exact result.
- When you get your first job, you may be surprised by how high the bills are.
- The chances of my being offered a job after that interview must be quite remote.
- Our business has done very well since we changed our advertising.
- If you take out a loan while you're at university, you have to give it back when you get a job.
- I think telling the truth and not cheating is always the best policy.



6 Complete the sentences with the correct form of the expressions below.

bang on cheer up exceed (sb's) expectations  
have sb's eye on let alone pack up

- People keep \_\_\_\_\_ about all the opportunities in the big wide world, but I'm yet to be convinced.
- I hardly have enough money to pay the bills, \_\_\_\_\_ buy myself any luxuries.
- She \_\_\_\_\_ going to Harvard but it was too expensive.
- I didn't want to live at home, so I \_\_\_\_\_ my bags and went to stay with a friend.
- If your flat is looking a bit dull, you can \_\_\_\_\_ it \_\_\_\_\_ with a plant or a poster.
- Her parents weren't sure if she'd succeed, but she \_\_\_\_\_ their \_\_\_\_\_.

7 Answer the questions about the words and expressions.

- If something is *not all it's cracked up to be*, is it (a) valid and interesting, or (b) just a little bit disappointing?
- If there is a lot of *hassle* in your life, are you likely to feel (a) stressed, or (b) relaxed?
- If something happens *out of the blue*, is it (a) unexpected, or (b) part of your plan?
- If you say you *ended up* in a particular job, do you suggest that (a) you have fulfilled your ambition, or (b) it happened almost by chance?
- Are the *regulars* in a pub (a) the customers who come very often, or (b) the food the pub offers most often?
- If something is *dead easy*, is it (a) very easy, or (b) not easy at all?
- If you *treat someone to something*, do you (a) buy something nice for them, or (b) behave badly towards them?

### Focusing on informal writing

The passage is written in a very informal style. It seems as if the writer is talking to the reader. The style features include:

- addressing the reader as if intervening in a conversation (*If you ask me ...*)
- asking the reader questions (*What do you think?*)
- exclamations and parentheses (*It's just so expensive out here!*)
- using informal words and expressions (*dead easy*)
- using discourse markers typical of speech (*I mean, I wasn't a dropout ...*)
- incomplete sentences (*Top school, very good for my CV.*)

### Structuring a short story

The story is structured in four distinct sections. Each section has a specific function, with its own focus, and time context. They are easily identified because they begin in the same way: *If you ask me*. The expression is also used to mark the end of the story.

As often happens in a short story, there is a "twist" at the end, in which a situation is reversed – in this case, the relationship between the writer and Tony.

## Reading and interpreting

**8** Look at the sentences from the passage and identify the style features.

- 1 Twelve years at school and three years at university, teachers banging on about opportunities in the big wide world beyond our sheltered life as students, and what do I find?
- 2 Try as I might to stay cheerful, all I ever get is hassle, sometimes with people (especially boys – when will they grow up?) ...
- 3 Actually, I had my eye on the course at the London School of Economics (LSE).
- 4 I kind of understand it, and not just because my degree is in economics.
- 5 I wanted something in finance and investments, because, you know, maybe with a job like that, I could use my degree.
- 6 ... it's true, he really did seem to have three hands.
- 7 I talked to him about ... well, about pretty well everything ...

**9** Answer the questions.

- 1 What is the focus of each section of the story?
- 2 How does the time context change from one section to the next?
- 3 How much time do you think has elapsed between the third and the final section?
- 4 How is the relationship between the writer and Tony reversed at the end of the story?
- 5 What is the message presented at the end of the story?



## Developing critical thinking

**10** Work in pairs and discuss the questions.

- 1 "Investing in people gives the best return you can ever hope for." Do you agree?
- 2 Should the government give students interest-free loans to help them survive their period of study?
- 3 Do you think that any work experience, even if negative, is useful for the rest of your career?



## Talking point

**1** Work in pairs. Discuss which part-time jobs you would most like or least like to do, and why.

- serving drinks behind a bar
- stacking shelves in a supermarket
- working as a sales assistant in a big store
- washing dishes in a restaurant
- making photocopies in an office
- delivering flowers to people's houses

**2** Work in pairs. Describe your ideal part-time job. Think of:

- what are the working conditions and pay like?
- how much fun would it be?
- would it provide a chance to meet other people and develop a personal network?
- would it provide useful experience for your career?



# Language in use

## Word formation: compound nouns

1 Look at the sentences from the passage *Looking for a job after university? First, get off the sofa.*

... proudly clutched his honours degree for his graduation photo.

I don't want to do bar work.

Paying for career consultations, train fares to interviews or books ...

It's a great antidote to graduate apathy.

Notice that the first noun in each compound has the function of an adjective which describes the second noun. So *apathy experienced by graduates* can be expressed, as in the example, by the compound noun *graduate apathy*.

Now write the compound nouns which mean:

- 1 a degree which is awarded a first class
- 2 work in a hospital
- 3 a ticket for a plane journey
- 4 a discount for students
- 5 a pass which allows you to travel on buses
- 6 a room where an interview is held
- 7 a period spent in training

## try as ... might

We use *try as ... might* when we want to say that someone is making a great effort but still can't do something.

2 Look at the sentence.

I try very hard to stay cheerful, but all I ever get is hassle.

You can rewrite it like this:

*Try as I might to stay cheerful, all I ever get is hassle.*

Now rewrite the sentences using *try as ... might*.

- 1 I'm trying to fill this last page, but I just can't think of anything.
- 2 I try to be friendly with Marta, but she doesn't seem to respond.

- 3 I try hard to get to sleep, but I can't help thinking about my family.
- 4 He just doesn't seem to get the promotion he deserves, even though he keeps trying.
- 5 I keep trying to remember her name, but my mind is a blank.

## given that ...

We use *given that ...* to explain the reason why something happens.

3 Look at the sentence.

Since I had a good degree, I thought I'd like to go on to get my master's.

You can rewrite it like this:

*Given that I had got a good degree, I thought I'd like to go on to get my master's.*

Now rewrite the sentences using *given that ...*

- 1 Since I know several languages, I thought I would look for work abroad.
- 2 Xiao Li has the best qualifications, so she should get the job.
- 3 Since we're all here, I think it would be a good idea to get down to some work.
- 4 Since it's rather late, I think we should leave this last task until tomorrow.

## Clauses introduced by than

4 Look at the sentences from the passage *Looking for a job after university? First, get off the sofa.*

He ... has seen more daytime television than is healthy.

Lindenfield believes that men are often better at helping their sons, nephews, or friends' sons than are mothers and sisters.

In the first sentence, the pattern in the *than* clause is *than + be + adj*. In the second sentence the pattern is *than + be + noun phrase*. In the second example, the verb can also come after the noun phrase: *than mothers and sisters are*. This pattern can also be used with pronouns: *than they are*.

Now rewrite the sentences using clauses introduced by *than*.

- 1 She's experienced at giving advice. I'm more experienced.
- 2 You eat too much chocolate. It isn't good for you.
- 3 She worked very hard. Most part-timers don't work so hard.
- 4 You have arrived late too many times. That isn't acceptable.
- 5 I don't think you should have given so much personal information. It isn't wise.

## Collocations

5 Read the explanations of the words. Answer the questions.

- 1 **highlight** A *highlight* is the most exciting, impressive, or interesting part of an event.
  - (a) What would you like to be the *highlight* of your career?
  - (b) What are the edited *highlights* of a football match?
  - (c) How can you *highlight an important sentence* in a text?
- 2 **loan** A *loan* is an amount of money someone borrows from someone else.
  - (a) Have you ever *taken out a loan*?
  - (b) What is the best way to *pay off a loan*?
  - (c) If you have a library book *on loan*, what do you have to do with it?
- 3 **thrive** To *thrive* means to be very successful, happy or healthy.
  - (a) What sort of *business thrives* best in your part of the country?
  - (b) Which sort of *plants thrive* in a hot climate?
  - (c) Why do you think some couples *thrive on conflict*?

## Translation

6 Translate the paragraph into Chinese.

Google has spent years analyzing who succeeds at the company. They have moved away from a focus on GPAs, brand-name schools, and interview brain teasers (智力测验题). Google's Senior Vice President of People Operations, Laszlo Bock, suggests that credentials are no longer sufficient for success. Bock points out that graduates of top schools can lack intellectual humility and that succeeding in academia isn't always a sign of being able to do a job. Successful bright young graduates rarely experience failure, and they find that their academic careers have not prepared them to fail gracefully in the real world. Google recognizes the importance of intellectual humility in its applicants. The company looks for the ability to step back and embrace other people's ideas when those ideas are better. Bock says the No. 1 thing he is looking for is general cognitive ability. It is learning ability. It is the ability to process information on the fly.

7 Translate the paragraph into English.

“创客”指勇于创新，努力将自己的创意变为现实的人。这个词译自英文单词 *maker*，源于美国麻省理工学院（Massachusetts Institute of Technology）微观装配实验室（*fabrication laboratory*）的课题。该课题以客户为中心，以创新为理念，由个人设计、制造满足个人需要的智能设备，参与该课题的学生即“创客”。在中国，“创客”特指具有创新理念、自主创业的人。中国的“创客”即包括发明新设备的科技达人，也包括软件开发者、艺术家、设计师等诸多领域的优秀代表。

# Reading across cultures

## Résumés across cultures

You can't go anywhere without it. And we're not talking about the latest fashion accessory, or your student travel card, or even a satellite navigator. No, we're talking about the humble *résumé* – the single most important document you need when applying for a job anywhere. In the UK, the average university graduate sends out 70 *résumés* before getting their first job.

The *résumé* (or CV in British English, which comes from the Latin *curriculum vitae*, or "course of your life") is a concise list of your work and / or educational experiences, together with any other personal information you think a potential employer should have about you. With increasing job mobility, and more people seeking to work in another country, it is an important means of cross-cultural communication. But be warned – there are slight differences in how you should present the *résumé* – and yourself – as you move from one country to another.

In the US, for example, a "hard sell" approach is the norm. Positive self-evaluation is essential – so don't be shy about why you're the best candidate for the job. In Britain, it is quite common to include information about experiences unrelated to the job you are applying for, to give a more "rounded" idea of your personality. But the British, it seems, sometimes overdo it. A recent survey showed that 26 per cent of British people "embellish" their *résumé*, compared with a worldwide average of 14 per cent; in other words, they don't tell the truth. But the truth has the habit of coming out in the job interview!

In mainland Europe *résumés* are also a routine part of a job application, but approaches vary. For example, in Spain and Italy it is usual to attach a photograph. In France people try to limit the *résumé* to just one page, whereas a German *résumé* is much longer.

In an attempt to harmonize practices the European Union has introduced a standard format called "Europass" which anyone can download and use, but so far it doesn't seem to have been enthusiastically adopted.

Perhaps the most useful guidelines for writing a *résumé* are to remember the "KISS" philosophy – Keep It Simple, Stupid! And tell the truth. But if you're not good at selling yourself, you can always earn a living selling other people – by writing their *résumés* for them. A growing number of small companies and freelancers, in both Britain and America, offer *résumé* writing services. At around £50 per *résumé* you can make a lot of money fast.

### 1 Read the passage and answer the questions.

- 1 What does the word *résumé* mean?
- 2 What approach is normal in a US *résumé*?
- 3 What are 26 per cent of British *résumé* writers guilty of?
- 4 What do people add to their *résumé* in Spain?
- 5 How are German and French *résumés* different?
- 6 What is "Europass"?
- 7 How successful has Europass been?
- 8 What's the best advice the passage offers about writing a *résumé*?

### 2 Work in pairs and discuss the questions.

- 1 How do you apply for a job in China?
- 2 What information would you include in your *résumé*?
- 3 How long should it be?
- 4 How important is the *résumé* in the process of getting a job?
- 5 What are the most important factors in getting a job?





# Guided writing

## Writing a résumé

### Types of résumés

There is no single way to write a résumé. There are two main types: chronological résumés, in which we list our educational qualifications and work experiences in chronological order (with the most recent experiences at the top), and functional résumés, which are more like a summary of our life so far. This type allows us to “forget” any negative experiences, which are harder to omit in chronological résumés. However, chronological résumés are the most common, and most employers prefer them. Résumés should be structured in sections, such as educational qualifications, work experience, interests and achievements, and skills. Do not forget to include personal details!

- 1 Look at the extract from a résumé and answer the questions.

2015	Summer job in tourist information office, Bournemouth
2014	Summer job as lifesaver patrolling busy beach in Bournemouth
2013–2015	Occasional weekend bar work in Duke of Monmouth pub, Southampton
2012–2013	Volunteer in India on a clean water project

- 1 What type of résumé is the extract taken from?
- 2 What section of the résumé is this?
- 3 What do you notice about the way the information is presented?
- 4 What do you imagine the main occupation of the writer to be?
- 5 What job do you think he might be applying for?

Now imagine you are the writer of the résumé. Add another work experience.

When we give information about jobs and experiences that we have already had, make sure we focus on positive aspects that the position involved, such as responsibility, teamwork or leadership, which will be useful in the job we are applying for.

- 2 Match the following extra information to the work experiences listed in Activity 1.

- 1 This was a demanding position as I was responsible for the safety of hundreds of holidaymakers.
- 2 My job was to help visitors find accommodation, using my knowledge of French and German as well as English.
- 3 I was part of a team constructing wells in rural areas. I learnt many practical skills and had to adapt quickly to difficult living conditions.
- 4 This gave me basic experience in handling money and making quick calculations.

Now give similar extra information about the work experience you added to Activity 1.

- 3 Look at the extract from a résumé and answer the questions.

<b>Computing and IT</b>	Operating systems: Windows and Linux
<b>Languages</b>	Mother tongue English; fluent German (C1 on the European CEFR) and intermediate spoken Chinese
<b>Driving</b>	Private vehicle licence

- 1 What section of the résumé is this?
- 2 What do you notice about the way the information is presented?
- 3 Which part gives the clearest information?
- 4 How could the first part be made clearer?
- 5 Can you think of any other useful skills which could be included in this section?

Now write the “skills” section for your own résumé.

- 4 Write a résumé in English for one of these different purposes:

- 1 a summer job in an English-speaking country
- 2 a scholarship for a US university in your subject
- 3 a Chinese-language assistant job in the UK

# Unit task

## Applying for a job



- 1** Work in groups of four. Follow the instructions and prepare a role-play of a job interview.

### Pair A

- You work for a company specializing in providing temporary and part-time staff for a shipping line which organizes round-the-world cruises.
- Draw up a list of the different jobs which will be available on a summer cruise round the world.

Here are some ideas:

bar and restaurant staff	DJ
medical support staff	technician
tourist guide	cook
personal trainer	captain's PA

- Write a notice listing the jobs available with a brief description of the skills, qualifications and / or personality traits needed for each job.

### Pair B

- You wish to apply for a summer job which will allow you to see the world and gain useful experience.
- Write a short letter applying for one of the jobs advertised by Pair A, explaining why you think you are a good candidate for the job.
- If you have written your résumé in the Guided writing section, you may revise it and attach it to your application.

- 2** Conduct an interview for the job you advertised or applied for.

**Pair A:** Read the letter of application and the résumé, if attached. Ask Pair B questions.

**Pair B:** Reply to Pair A's questions, and try to find out more about the job.

# Unit file

## Vocabulary

advocate aerial bang on  
belongings by all means cheer up  
comprehensive come full circle  
cop deduct demanding  
detached dropout exceed (sb's)  
expectations fork out fortunately  
gamble go for have sb's eye on

heal highlight honesty let alone  
loan lounge odds pack up  
proceed recount repay revert  
setback slump strike the right note  
substantial sympathize  
take a soft line talk through  
thriving transition turn down  
upcoming

## Reading skills

Point of view  
Focusing on informal writing  
Structuring a short story

## Guided writing

Writing a résumé

## Unit task

Applying for a job