

## 1

# Cramming for success: study and academic work

## A Study and exams



Before an exam, some students **cram**<sup>1</sup> for it. Even if you're a **genius**<sup>2</sup>, you'll have to **do some revision**. If the exam happens every year, you can **revise** by looking at **past papers**<sup>3</sup>. Some things can be **memorised** or **learnt (off) by heart**. But **rote-learning**<sup>4</sup> is not sufficient for most subjects. It is also possible to use **mnemonics**<sup>5</sup>. However, all things considered, the best idea is to **bury yourself in your books**<sup>6</sup> and to study **intensively**<sup>7</sup> until you **know the subject inside out**<sup>8</sup>.

- <sup>1</sup> study in a very concentrated way for a short time
- <sup>2</sup> an exceptionally clever person
- <sup>3</sup> exam papers from previous years
- <sup>4</sup> learning purely by repetition
- <sup>5</sup> /ni'moniks/ tricks that help you remember something, for example: 'i' before 'e' except after 'c' is a mnemonic for English spelling (e.g. friend, but receive)
- <sup>6</sup> spend the maximum time studying
- <sup>7</sup> in a very focused way
- <sup>8</sup> know it completely

## B Academic writing

**composition** could be just 50–100 words, often used for school work  
**essay** longer than a composition, more serious, hundreds or thousands of words  
**assignment** a long essay, often part of a course, usually thousands of words  
**project** like an assignment, but emphasis on student's own material and topic  
**portfolio** a collection of individual pieces of work; may include drawings and other examples of creative work as well as writing  
**dissertation** a long, research-based work, perhaps 10–15,000 words, for a degree or diploma  
**thesis** a very long, original, research-based work, perhaps 80–100,000 words, for a higher degree (e.g. PhD)

It's a good idea to start with a **mind map**<sup>1</sup> when preparing an essay. Always write a **first draft**<sup>2</sup> before **writing up** the final version. Your essay should be all your own work; **plagiarism**<sup>3</sup> is a very serious offence in colleges and universities. It is an increasing problem because it is so easy to cut and paste from materials available on the internet, and students have to sign a **plagiarism form** to say that the work they are handing in is all their own and that they **acknowledge**<sup>4</sup> any sources they have used. There is usually a **deadline**<sup>5</sup>. After the essay is **submitted**<sup>6</sup>, it will be **assessed**<sup>7</sup> and usually you can get **feedback**<sup>8</sup>.

<sup>1</sup> diagram that lays out ideas for a topic and how they are connected to one another   <sup>2</sup> first, rough version  
<sup>3</sup> /'pleɪdʒərɪzəm/ using other people's work as if it was yours   <sup>4</sup> give details of   <sup>5</sup> date by which you must hand in the work   <sup>6</sup> handed in; *formal*   <sup>7</sup> evaluated and given a grade   <sup>8</sup> comments from the teacher/tutor

## C Aspects of higher academic study

A smartphone screen showing a webpage with text about academic study. The text discusses university academics carrying out research, reading academic journals, accessing online resources, and the challenges of academic study.

<sup>5</sup> online materials that can be freely used by teachers and students anywhere   <sup>6</sup> leave the course before the end   <sup>7</sup> last exams before the end of a college or university course   <sup>8</sup> with the right formal qualifications

## Exercises

### 1.1 Correct the wrong usage of words to do with written work in these sentences.

- 1 His PhD assignment was 90,000 words long and was on the history of US place names.
- 2 Little Martha did her first dissertation in school today. It was called ‘My family’.
- 3 We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
- 4 The teacher gave us the title of this week’s project today. We have to write 1,000 words on the topic of ‘If I ruled the world’ and hand it in next Monday.
- 5 At the end of this course, you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
- 6 I think I’ll do a study of people’s personal banking habits for my MSc composition. It has to be about 12,000 words.
- 7 I’ve chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

### 1.2 Rewrite this text using words and phrases from the opposite page instead of the underlined words.

When I’m studying in a very focused way because I’m preparing hard for an exam, I don’t see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there’s no real substitute for rereading and going over the term’s work. It’s a good idea to have some sort of diagram showing different ideas to organise your thoughts, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100%.



### 1.3 Answer these questions.

- 1 What do we call the first attempt at writing something, e.g. an essay?
- 2 What word means ‘the date by which you must do something’?
- 3 What word means ‘using someone else’s ideas as if they were yours’?
- 4 What are more formal words for ‘to hand in’ and for ‘to mark’?
- 5 What phrasal verb do we use when someone doesn’t complete their course?
- 6 What is another word for an academic article? Where can you read them?
- 7 What is the name of the system for getting books from other libraries?
- 8 What word means ‘the comments you get back from the teacher about your work’?
- 9 What word can you use for a person who is extraordinarily intelligent?
- 10 What is a more formal way of saying ‘do research’?

### 1.4 Choose the best word from the opposite page to complete these sentences.

- 1 If you quote an article in an essay, you must ..... your source, giving details of author and title.
- 2 Open educational ..... can be particularly useful for students who do not have easy access to a university library.
- 3 How much ..... have you done for tomorrow’s maths exam?
- 4 Don’t forget to sign the ..... form and hand it in with your dissertation.
- 5 Some people take a long time to find suitable work even though they are very .....
- 6 Orla has had a ..... published in the *British Medical Journal*.
- 7 All students need a username and password to be able to ..... journals online.
- 8 Caspar is bound to do well in his mechanics exam – he knows the subject ..... out.

## 2

## Education: debates and issues

## A

### Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**<sup>1</sup>. This is often referred to in the debates over **selective**<sup>2</sup> versus **comprehensive**<sup>3</sup> **schooling**<sup>4</sup>. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**<sup>5</sup> of one sort or another is **inherent in**<sup>6</sup> the system.

**League tables**<sup>7</sup> for schools and colleges may actually help unintentionally to **perpetuate**<sup>8</sup> inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**<sup>9</sup>, or at least that is how the public **perceives**<sup>10</sup> it. The ability of **better-off**<sup>11</sup> parents and **well-endowed**<sup>12</sup> schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**<sup>13</sup> opportunity for the **less well-off**<sup>14</sup> or for children from home environments that do not provide the push and motivation to **excel**<sup>15</sup>.

Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships**<sup>16</sup> or **bursaries**<sup>17</sup> that make it possible for less privileged youngsters to afford **tertiary**<sup>18</sup> education. **Student loans**<sup>19</sup> allow **undergraduates**<sup>20</sup> to pay for their **tuition fees**<sup>21</sup> and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

<sup>1</sup> when everyone has the same chances

<sup>2</sup> pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection

<sup>3</sup> everyone enters without exams and education is free, paid for by the government

<sup>4</sup> education received at school

<sup>5</sup> when you favour a small, privileged group

<sup>6</sup> existing as a basic part of something

<sup>7</sup> lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria

<sup>8</sup> make something continue

<sup>9</sup> a system with two separate levels, one of which is better than the other

<sup>10</sup> sees, considers

<sup>11</sup> richer

<sup>12</sup> receiving a lot of money in grants, gifts from rich people, etc. [= **endowments**]

<sup>13</sup> reducing

<sup>14</sup> poorer

<sup>15</sup> achieve an excellent standard

<sup>16</sup> money given to pay for studies, usually provided on the basis of academic merit

<sup>17</sup> money given to pay for studies, usually provided on the basis of need

<sup>18</sup> education at university or college level

<sup>19</sup> money that students can borrow from a bank while studying and then pay back once they are in work

<sup>20</sup> students doing a first degree [**postgraduates** = students doing a further degree]

<sup>21</sup> money paid to receive teaching

## B

### Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [reading, writing and arithmetic]

**Literacy** and **numeracy** are skills no one can afford to be without. [the ability to read] [the ability to count / do basic maths]

**Curriculum reform** is often done for

political reasons rather than for good educational ones.

[changes to what is covered in the national **syllabus** = plan of what is to be studied]

Nowadays, **lifelong/continuing education** is an issue, and creating opportunities for **mature students** is important. [education for all ages] [adult students older than the average student]

**Special needs education** is expensive because class sizes need to be small or **one-to-one**. [education for children who cannot learn in the normal way, because they have some disability] [one teacher and one pupil, not a group]

Children are unhappy at school if there is a lot of **bullying**. [threatening behaviour]

Some headteachers complain that getting to grips with constant new government **guidelines** on what schools should be doing is a **distraction** from what they ought to be focusing on. [advice (often official) on how something should be done] [takes attention away]

### Language help

Notice how compound adjectives like **well-off**, **well-endowed**, **high-achieving**, **badly-performing** can be used in comparative and superlative forms, e.g. **better-off**, **best-endowed**, **higher-achieving**, **worst-performing**.

## Exercises

**2.1 Complete the collocations by filling in the missing words according to the meaning given in brackets.**

- 1 ..... tables (lists of schools from best to worst)
- 2 ..... education (entry to schools is decided by exam results)
- 3 equality of ..... (when everyone has the same chances)
- 4 ..... inequalities (make inequalities continue)
- 5 ..... education (at university or college level)

**2.2 Rewrite these sentences so they are more formal by using words and phrases from the opposite page instead of the underlined words. Make any other changes that are necessary.**

- 1 Inequality is built into the education system.
- 2 Giving access only to privileged groups is bad for the country in the long term.
- 3 Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
- 4 A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
- 5 Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
- 6 All parents want their children to achieve the best possible results at school.
- 7 Emphasis on the three Rs is considered by parents to be the key to success.
- 8 The government is increasing its provision for education that young people can enter after finishing secondary school.

**2.3 Correct these statements about words or expressions from the opposite page. Correct each of them twice – once by changing the definition and once by changing the word being defined.**

- 1 One-to-one education is another way of saying continuing education.  
*One-to-one education means a situation where there is one teacher and one student.*  
*Lifelong education is another way of saying continuing education.*
- 2 Numeracy refers to the ability to read.
- 3 A student who is doing a doctorate is an undergraduate.
- 4 Excelling is when a pupil uses frightening or threatening behaviour towards another child who is smaller or less powerful in some way.
- 5 Tertiary education is the stage that follows primary education.
- 6 Comprehensive schools choose the best students to study there.
- 7 Guidelines list schools from good to bad according to their exam results.

**2.4 Complete each sentence with a word from the opposite page.**

- 1 Matt won a ..... because of his excellent academic record.
- 2 Zara's parents said that starting a rock band with her friends would be too much of a ..... from her studies.
- 3 The report contains some interesting ..... on how best to prepare for exams.
- 4 There were two ..... students in my class at university, but most of us were just 19.
- 5 Katia wouldn't have been able to go to university if her grandparents hadn't paid her tuition ..... for her.
- 6 Most undergraduates need to take out a student ..... to cover their costs while they study for a degree.
- 7 Primary schools usually spend a lot of time on the ..... Rs.
- 8 At university I was lucky enough to have a lot of ..... tutorials, just me and the tutor!

## 3 Applying for a job

### A A job ad

**FDR BANK Careers** Branches About Us Contact

**Customer Service Assistant**

Do you have excellent **communication skills** and a genuine **passion for<sup>1</sup>** customer service? Are you looking for a **challenging<sup>2</sup>** role within a **fast-paced<sup>3</sup>** working environment?

FDR Bank has several new **openings<sup>4</sup>** for Customer Service Assistants. **Reporting to<sup>5</sup>** the Customer Service Manager, you will be responsible for dealing with customer enquiries on the phone and via email. **No previous experience<sup>6</sup>** is necessary as **full training<sup>7</sup>** will be given. The **post<sup>8</sup>** offers excellent **career prospects<sup>9</sup>** to candidates who demonstrate **leadership qualities<sup>10</sup>** as we are keen to promote and develop talent within the company.

We offer a **competitive salary<sup>11</sup>** and an attractive **benefits package<sup>12</sup>** including pension, **healthcare plan** and **subsidised<sup>13</sup>** meals.

If this sounds like the job for you, then click [here](#) to fill in the **online application** form, including details of your **salary expectations**.

- <sup>1</sup> if you have a passion for something, you like it very much
- <sup>2</sup> a positive word for something which is exciting and difficult
- <sup>3</sup> if an environment is fast-paced, things happen quickly there
- <sup>4</sup> available jobs
- <sup>5</sup> if you report to someone, he/she is your boss
- <sup>6</sup> experience of this type of job from before
- <sup>7</sup> all the training you need
- <sup>8</sup> job
- <sup>9</sup> opportunities for promotion and career development
- <sup>10</sup> the ability to lead a group
- <sup>11</sup> as good as, or better than, other salaries for similar jobs
- <sup>12</sup> all the extra benefits that a company offers (as well as a salary)
- <sup>13</sup> partly paid for by the company

### B A cover letter

You want your application to **stand out** [be better than others], so you should include a clear, well-written **cover letter<sup>1</sup>** which highlights key points from your CV. Here is a letter sent with the application for the job in A above.

Mention any studies or training courses you have done which are **relevant to** [connected to] the role.

If you have previous managerial experience, you can say 'In my **previous role as** (Sales Manager), I **led a team of** (four people).'

Dear Sir or Madam<sup>2</sup>

Please find attached my CV **in support of** my application for the **position** of Customer Service Assistant. I have just completed my degree in Business Studies and am keen to gain **hands-on<sup>3</sup>** experience in this area.

During my course I chose to study several modules on banking and finance, as I have always been interested in working in this **field<sup>4</sup>**. In addition, I have worked as a part-time sales assistant in a large department store for the last two years. This has given me valuable **customer-facing<sup>5</sup>** experience, as well as developing good communication skills both with customers and the rest of the team. I am a **team player<sup>6</sup>** and I am keen to develop my career and gain **managerial experience<sup>7</sup>** in the future.

Thank you for taking the time to consider this application and I look forward to hearing from you.

**Yours faithfully<sup>8</sup>**

Rebecca White

Be sure to specify the job you are applying for at the beginning of the letter.

It is important to mention any relevant experience you have, to show your **suitability for** the role. If you can, provide examples of specific projects you have **carried out**. [done]

<sup>1</sup> a letter sent with a job application (also called a **covering letter**)

<sup>2</sup> how you start a letter when you do not know the name of the person you are writing to

<sup>3</sup> practical, direct (not theoretical)

<sup>4</sup> area of business or activity

<sup>5</sup> dealing directly with customers

<sup>6</sup> a person who is good at working with others

<sup>7</sup> experience of managing other people

<sup>8</sup> how you finish a letter when you do not know the name of the person you are writing to

## Exercises

**3.1 Match the two parts of these business collocations from A and B.**

- |                 |                          |               |
|-----------------|--------------------------|---------------|
| 1 healthcare    | <input type="checkbox"/> | a faithfully  |
| 2 team          | <input type="checkbox"/> | b prospects   |
| 3 Yours         | <input type="checkbox"/> | c plan        |
| 4 competitive   | <input type="checkbox"/> | d a team      |
| 5 challenging   | <input type="checkbox"/> | e application |
| 6 communication | <input type="checkbox"/> | f role        |
| 7 online        | <input type="checkbox"/> | g letter      |
| 8 lead          | <input type="checkbox"/> | h player      |
| 9 career        | <input type="checkbox"/> | i skills      |
| 10 cover        | <input type="checkbox"/> | j salary      |

**3.2 Replace the underlined words with a word or phrase from A or B with a similar meaning.**

- 1 You don't need to have done this job before.
- 2 As part of my new job, I get meals partly paid for by the company.
- 3 It's really important to make your application look different from all the others.
- 4 Working in the factory over the summer gave me some direct experience of manufacturing.
- 5 I'm hoping to work in the area of automotive manufacturing.
- 6 Prism Consulting has a number of positions available for graduates.
- 7 The ad said the company will provide all the training you need.
- 8 You should only apply for the job if you have led a team before.
- 9 The salary isn't great, but they offer an attractive set of other advantages.

**3.3 Look at A and B. Fill the gaps in these sentences, using a word from the box and a suitable preposition.**

carried	passion	relevant	reported	role	suitable	support
---------	---------	----------	----------	------	----------	---------

- 1 I am sending my CV in ..... my application for the position of sales team leader.
- 2 I have a ..... sales.
- 3 Jakob's experience is more ..... the job than Sylvana's.
- 4 In my previous ..... Sales Representative, I ..... the Sales Manager.
- 5 While working as a Customer Service Assistant, I also ..... some research projects for the marketing department.
- 6 He only has 6 months' experience as a trainee. I don't think that makes him ..... the job of quality manager.

**3.4 Answer these questions.**

- 1 What do we call a job which deals directly with the customers?
- 2 How can we describe someone who works well with other people?
- 3 How should you start a letter to someone whose name you don't know?
- 4 What four other words can be used instead of 'job' in an advertisement?
- 5 How can we describe a working environment which is busy and rapidly changing?

**3.5 Over to you**

Find a job ad that you are interested in and write an example cover letter in English.

## 4 Job interviews

### A Preparing for interviews

When companies are **recruiting**<sup>1</sup>, they often have a set of **criteria**<sup>2</sup> (e.g. three years of experience in the field, or a degree in a relevant area) which they use to find the most suitable candidates. If you are **shortlisted**<sup>3</sup> for an interview, make sure you **do your homework** first: find out as much as you can about the company, its products, markets, competitors, etc. If you can, ask a friend to do a **trial run**<sup>4</sup> with you. This will help **boost**<sup>5</sup> **your confidence**. The interview may be conducted by a **panel** [a group of people], probably including your future **line manager**<sup>6</sup>. Don't forget to **make eye contact** with all the interviewers while you are talking. As you arrive for the interview, **body language**<sup>7</sup> is important. Give a **firm handshake** and **speak up**<sup>8</sup>. This will help to create a good **first impression**.

<sup>1</sup> hiring (new staff)   <sup>2</sup> requirements you use to make a decision   <sup>3</sup> selected from a larger group   <sup>4</sup> a practice of something new   <sup>5</sup> improve or increase   <sup>6</sup> the person who is directly responsible for your work   <sup>7</sup> physical movements which show how you are feeling   <sup>8</sup> speak (more) loudly and clearly

### B During an interview

These are examples of things that might be said at a job interview.



**A:** So, can you **talk us through**<sup>1</sup> your CV?

**B:** Well, I studied Engineering and then took a job as a **trainee**<sup>2</sup> at F3 Telecom.

**A:** I'd like to ask about opportunities for **professional development**<sup>3</sup>.

**B:** We have a very good **in-house**<sup>4</sup> training programme for **new recruits**<sup>5</sup>.

Can you give us an example of how you've worked well **under pressure**?

How would your colleagues / your **supervisor**<sup>6</sup> describe you?

I'm keen to **take on**<sup>7</sup> more responsibility.

**A:** We're looking to **fill the post**<sup>8</sup> fairly quickly. If you are successful, how soon could you start?

**B:** The **notice period**<sup>9</sup> on my present job is just two weeks, so I could start very soon.

<sup>1</sup> tell us about in more detail   <sup>2</sup> a person who is learning a new job   <sup>3</sup> training given to employees to increase their knowledge or skills   <sup>4</sup> within the company   <sup>5</sup> people who have just joined (the company)   <sup>6</sup> the person who checks your work   <sup>7</sup> start to have   <sup>8</sup> find someone to do the job   <sup>9</sup> time you need to work in your job after you have officially told the company you are leaving

### C A job offer



[Reply](#)

[Forward](#)

Dear Mr Malton,

Thank you for attending the interview last week. We very much enjoyed meeting you. We are delighted to **offer you the position** of Trainee Programmer. We believe your qualifications and experience will be **an ideal fit for**<sup>1</sup> the job.

Please review the attached document **outlining**<sup>2</sup> your salary, benefits (including **paid leave**<sup>3</sup>) and **reporting structure**<sup>4</sup>, and sign where indicated. Return the document within five business days. Once we have received the paperwork, we will contact you to arrange your **start date**.

We look forward to welcoming you as part of our team.

Kind regards

Melanie Stephens

<sup>1</sup> very suitable for

<sup>3</sup> time off you are paid for, such as holiday or parental leave

<sup>2</sup> giving an overview of

<sup>4</sup> company structure and who you report to

## Exercises

**4.1 Look at A and fill in the tips for a successful interview.**

- 1 Before the interview, ..... your ..... : find out as much as you can about the company and prepare answers to common interview questions.
- 2 If you can, do a ..... to practise how you will answer the interview questions.
- 3 You need to create a good ..... with the interviewers. Dress smartly and professionally.
- 4 Remember that your ..... also plays an important part. Don't forget to smile! This will make you seem more friendly, and might actually ..... your confidence too.
- 5 Make sure you greet your interviewer with a ..... . Make ..... when you talk to them – look at them directly.
- 6 During the interview, describe all your relevant education and experience to show how you fulfil all the ..... for the job.

**4.2 Choose the correct word from A and B to complete the sentences.**

- 1 I'm afraid you'll have to *speak up* / *eye up* / *head up*. I can hardly hear what you're saying.
- 2 We are *taking* / *recruiting* / *searching* people for our new branch in the city centre.
- 3 If we can't *fill* / *fulfil* / *supply* the post internally, we'll have to advertise externally.
- 4 If I get the new job, I will have to *take up* / *over* / *on* more responsibility, but I will get a salary increase.
- 5 I don't like working *under pressure* / *under stress* / *by force*. I end up making mistakes.
- 6 As part of the programme of *reporting structure* / *professional development* / *notice period*, we would like to invite you to a session on project management.

**4.3 Rewrite the following sentences using expressions from A, B and C.**

- 1 Could you tell us about your previous experience in this field?
- 2 I think we should give the job to Ruth. She seems perfectly suited to the team.
- 3 Employees are entitled to 30 days' holiday.
- 4 The group of interviewers will include your future line manager.
- 5 They just called me to say I have been chosen (as one of the best candidates) for an interview.

**4.4 Look at B and C opposite. There is one mistake in each of these sentences. Correct the mistakes.**

- 1 Please find attached a document overviewing your working conditions.
- 2 In some companies the leaving period can be as much as six months.
- 3 I'm going to be working as a superior, in charge of a team of 4 people.
- 4 The company doesn't do any in-office training. It's all done externally.
- 5 My begin date for the new job is 1 July.
- 6 I'm a trainer accountant. I haven't passed my qualifying exams yet.

**4.5**

Over to you

- What do you do before a stressful situation to boost your confidence?
- Would you rather have a lot of paid leave or a higher salary?
- Do you work better under pressure? Or do you prefer to have more time?
- Do you enjoy taking on extra responsibility? Or do you find it stressful?

## 5 At work: colleagues and routines

A

### Colleagues



Philip is my **opposite number**<sup>1</sup> in the company's New York office. We have a good **working relationship**<sup>2</sup> and there's a lot of day-to-day **collaboration**<sup>3</sup>. Having a **counterpart**<sup>4</sup> like Philip in another branch is a great support. Last month we got a new boss, who quickly established a good **rapport**<sup>5</sup> with everyone. She likes us to **take the initiative**<sup>6</sup>. The company is very **hierarchical**<sup>7</sup>; there's a **pecking order**<sup>8</sup> for everything. I do a **job-share**<sup>9</sup> with a woman called Rose, which suits us as we each have childcare responsibilities. My office uses a **hot-desking**<sup>10</sup> system, so I sit in a different place every day. I socialise with my **workmates**<sup>11</sup> outside of work, but we try not to **talk shop**<sup>12</sup> on those occasions.

<sup>1</sup> has the same position / does the same job as me

<sup>2</sup> way of communicating and working together

<sup>3</sup> working together to achieve shared goals

<sup>4</sup> more formal equivalent of *opposite number*

<sup>5</sup> /ræ'pɔ:/ communication/relationship

<sup>6</sup> make decisions without being told what to do

<sup>7</sup> /haɪə'rə:kɪkəl/ has a structure with important and less important people

<sup>8</sup> a system where some people have the right to get benefits/promotions before others

<sup>9</sup> an agreement where two people each share the same job

<sup>10</sup> a policy of sharing desks in an office, so people sit at whichever desk is free on a particular day

<sup>11</sup> colleagues you are friendly with (especially in non-professional occupations); *informal*

<sup>12</sup> talk about work; *informal*

B

### During the day (different work patterns)



I do fairly **mundane**<sup>1</sup> tasks. Occasionally I have to **meet a deadline**<sup>2</sup> or they need someone to **volunteer**<sup>3</sup> for something. Then the job is more **rewarding**<sup>4</sup> and **stimulating**<sup>5</sup>. Sometimes I have a heavy **workload**<sup>6</sup> but at other times it can be quite light.

<sup>1</sup> ordinary, not interesting    <sup>2</sup> have something finished by a fixed day or time    <sup>3</sup> offer to do something without being asked or told to do it    <sup>4</sup> making you feel satisfied that you have done something important or useful, or done something well    <sup>5</sup> encouraging new ideas or new thinking    <sup>6</sup> amount of work I have to do



I start work at my machine at seven o'clock when I'm on the **day shift**. The job's **mechanical**<sup>1</sup> and **repetitive**<sup>2</sup>. All I ever think about is **knocking off**<sup>3</sup> at three o'clock. The shift I hate most is the **night shift**. I start at ten and work till six in the morning. It's a bit **monotonous**<sup>4</sup>. It's not a **satisfying**<sup>5</sup> job – I feel I need something a bit more **challenging**<sup>6</sup>.

<sup>1</sup> you don't have to think about what you are doing    <sup>2</sup> the same thing is repeated every day

<sup>3</sup> finishing work; *informal*    <sup>4</sup> boring because it never changes    <sup>5</sup> (does not) make me feel pleased by providing what I need or want    <sup>6</sup> that tests my ability or determination



I have a pretty **glamorous**<sup>1</sup> job. I'm a pilot. But the hours are **irregular** and **anti-social**<sup>2</sup>. I'm not **stuck behind a desk**<sup>3</sup>, but long-haul flights can be a bit **mind-numbing**<sup>4</sup>; most of the time the plane just flies itself. We work to very **tight schedules**<sup>5</sup>. But I shouldn't complain. I feel sorry for people who are **stuck in a rut**<sup>6</sup> or who are in **dead-end**<sup>7</sup> jobs.

<sup>1</sup> very exciting, which everyone admires    <sup>2</sup> do not enable one to have a normal social life    <sup>3</sup> sitting at a desk all day; *informal*    <sup>4</sup> extremely boring    <sup>5</sup> very strict or severely limited timetables

<sup>6</sup> stuck/trapped in a job they can't escape from    <sup>7</sup> with no prospects of promotion



I started off as a **technician**<sup>1</sup>. After retraining, I worked for a software company, and later I **went in with**<sup>2</sup> a friend and we formed our own software company as a **start-up**<sup>3</sup> in 2009, so now I'm **self-employed**. My husband is **freelance**<sup>4</sup>: he works for several different companies as and when they need work done – he's a computer **programmer**<sup>5</sup>.

<sup>1</sup> person whose job involves practical work with scientific or electrical equipment    <sup>2</sup> formed a business partnership with    <sup>3</sup> a small business that has just started    <sup>4</sup> or works freelance    <sup>5</sup> someone who writes computer programs

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## Exercises

**5.1** Correct seven mistakes in this paragraph.

**REAL WORKERS, REAL STORIES**

I'm a technician in a factory. I think I have a good work relationship with my colleagues. I tried to establish a good report with them from the very beginning. The person I like most is my opposite member in our office in Paris. My boss likes me to make the initiative. Generally, when I socialise with my jobmates outside of work, we try not to talk about shop, but it's not easy and sometimes we have a good gossip about colleagues and events at work.



more stories | about

**5.2** Match the left and right-hand columns to make pairs of sentences.

- |  |   |
|--|---|
| 1 We often work together.                    | <input type="checkbox"/> a There are several levels of management.        |
| 2 The firm's rather hierarchical.            | <input type="checkbox"/> b Deadlines have to be met.                      |
| 3 Peter's my counterpart.                    | <input type="checkbox"/> c It's a job-share.                              |
| 4 We work to a tight schedule.               | <input type="checkbox"/> d Collaboration is a good thing.                 |
| 5 I don't think I'll be promoted before her. | <input type="checkbox"/> e We do the same job but he's based in Rome.     |
| 6 Jess and I work half-and-half.             | <input type="checkbox"/> f There's a strict pecking order in the company. |

**5.3** Use words and phrases from the opposite page to complete these sentences.

- 1 A good friend suggested we set up a small company together, so I ..... her and we formed a ..... in 2012.
- 2 I'm really tired; I've had a very heavy ..... recently.
- 3 I don't want an office job. I don't want to spend all day stuck .....
- 4 I'd hate to feel trapped in my job and to be stuck in .....
- 5 I work for different companies at different times as it suits me. I'm .....
- 6 I used to work for someone else, but now I'm my own boss; I'm .....
- 7 I stopped working in the hamburger restaurant. It was such a dead .....
- 8 When I was working in the factory, all I could think of all day was the moment when I could knock .....
- 9 Being a hospital nurse is a good job, but you can't go out much with friends. The hours are a bit ..... . (*two possible answers*)
- 10 I find ..... annoying, because it means I don't have my own desk where I can keep things at work.

**5.4** Choose adjectives from the box to describe the jobs below. You can use more than one for each job. Add other adjectives of your own.

glamorous	stimulating	repetitive	stressful	monotonous	varied	mechanical
mundane	challenging	mind-numbing	rewarding			

- |   |                               |
|---|-------------------------------|
| 1 assembly-line worker in a car factory               | 6 lifeguard on a beach        |
| 2 supermarket shelf stacker                           | 7 receptionist at a dentist's |
| 3 public relations officer in a multinational company | 8 private detective           |
| 4 bodyguard to a celebrity                            | 9 refuse collector in a city  |
| 5 surgeon   | 10 night-security guard       |

**5.5** Over to you

Write down words from this unit that relate to your job, or to a job you would like to do in the future.