

Unit 2 More than a job

2a Golden worm diggers

Reading *yartsa gunbu*

- 1 Complete this summary about *yartsa gunbu*. Use the words in the box.

caterpillar energy fungus herding medicinal
overpicking searching soared stalk

In May and June, in the Tibetan Plateau, you can see people ¹ _____ the grass for a small ² _____ called *yartsa gunbu*. *Yartsu gunbu* is highly valued for its ³ _____ properties. It grows inside the body of a ⁴ _____ and then sends a small ⁵ _____ above the ground. The Chinese believe it improves your life ⁶ _____ and demand for it has ⁷ _____ in recent years. The locals who in the past made a living by ⁸ _____ yaks and sheep now make much more money from *yartsa gunbu*. But ecologists are worried about ⁹ _____ of *yartsa gunbu* and believe it may die out.

Language focus the continuous aspect

- 2 Look at these sentences about *yartsa gunbu*. Circle the correct verb.
- 1 What they *look for* / *are looking for* is a small fungus called *yartsa gunbu*.
 - 2 One couple *had searched* / *had been searching* all day and found only 30 specimens.
 - 3 For centuries, herbalists *have prescribed* / *have been prescribing* *yartsa gunbu* for all sorts of ailments.
 - 4 Zhaxicaiji, in her forties, *herded* / *was herding* yaks and sheep with her family 30 years ago.
 - 5 In 1998, she *started* / *was starting* her own *yartsa* company.
 - 6 Since then the business *has grown* / *has been growing* year after year.
 - 7 These communities *thrive* / *are thriving* on *yartsa gunbu*'s rarity.
 - 8 Perhaps the next generation of golden worm diggers *will search* / *will be searching* harder than ever.

- 3 Complete these sentences with the simple present and present continuous form of the verbs.

- 1 The locals say that they _____ (generally / do) well from the *yartsa gunbu* harvest, but they complain that the dealers _____ (always / try) to give them a low price for what they pick.
- 2 Because it _____ (become) more difficult to find the fungus in the lower slopes, pickers _____ (now / move) to higher ground.
- 3 Researchers who _____ (study) the effects of *yartsa gunbu* say there is some evidence to suggest it can help with certain conditions like asthma. But they say they _____ (not / recommend) it until more extensive studies have been done.

Vocabulary work and life

- 4 Complete these sentences. The first letter of the missing words has been given for you.

- 1 Coal mining has been a w _____ of life in this community for several generations.
- 2 The animals are our l _____. Without them we couldn't survive.
- 3 When we interview new applicants, we always give them a simple t _____ to perform.
- 4 Some students go on to college but many opt to learn a t _____ like interior decorating or plumbing or building.
- 5 Medicine is more than just a job; it's a v _____.
- 6 It's difficult to make a decent l _____ as an artist, unless you become very well-known.

5 Grammar extra contractions in auxiliary verbs

Look at these sentences where the auxiliary verbs are in their full forms. Which verbs could you contract?

- 1 I will be seeing him tomorrow.
- 2 She has been waiting for an hour.
- 3 We are looking for a new house.
- 4 She was hoping to get a new job.
- 5 I had been practicing for two weeks.

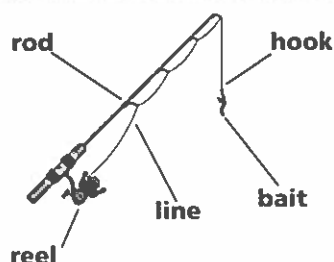
2b Deep-sea line fishers

Reading a game of cat and mouse

1 Read the article about an expedition to catch a bluefin tuna and answer the questions.

- 1 What is difficult about catching these fish?

- 2 What method do the people in the article use?



2 Read the article again. Are these sentences true (T) or false (F)? Or is there not enough information (N) to say if the sentences are true or false?

- 1 The narrator is an amateur fisherman.
- 2 Numbers of bluefin tuna have declined because of the high number of line fishers.
- 3 The size of the fish makes it difficult to catch.
- 4 Bluefin tuna generally feed on other smaller fish.
- 5 Troy relies on his instinct to know where the fish are.
- 6 It's necessary to leave some slack on the line to make the fish think you are not trying to catch it.

Deep-sea line fishers

Some people have compared catching a bluefin tuna to trying to catch a car going at 50 miles per hour. So, not having done any line fishing at sea before, I was pretty apprehensive—but also excited—about the trip that my friend, a professional line fisher called Troy had organized.

At the same time, my hopes were not high. Ninety-five percent of the time bluefin tuna line fishers come back empty-handed, having spent many hours and hundreds of dollars in the attempt. Just finding the fish is difficult enough, but once you've found them, you then face the task of landing a fish that can weigh in excess of 650 pounds.

Of course, tracking them down has become more difficult in recent years because of rampant overfishing. Demand for tuna is high and intensive purse seine fishing—using big circular nets to trap the tuna—has devastated the tuna population in the Atlantic, reducing it by over 80 percent in the last 30 years.



Three days before we were due to set off, Troy got a call from a friend who informed him of a secret spot about 40 miles off the coast. Since we had nothing else to do, we headed there that evening, and the following morning, just as he had said, thousands of bluefin tuna showed up.

In order to keep our prey interested, we dropped chunks of fish into the water and then baited our lines and let them out. Tuna feed at depths of 150 to 300 feet, so you need a lot of line. For about two hours, we sat there waiting for something to happen, and then suddenly Troy's rod bent dramatically and the reel started spinning furiously, casting line out at an incredible rate.

Because he knew that the fish can swim towards the boat to make you think it's off the line, Troy jumped on the rod and kept the line tight. Then, having determined the direction of the fish, we steered the boat in the same direction, while Troy slowly reeled it in. After an hour of cat and mouse, at last we could see our prey near the surface. "Grab the harpoon gun," Troy shouted and I knew that my moment had come.

2c A fishy job

Language focus review present and perfect participles

- 1 Look at the participles in bold in these sentences from the article. Rewrite the sentences using these conjunctions and indicative verbs.

after because while with the result that

- 1 So, **not having done** any line fishing at sea before, I was pretty apprehensive.

I was pretty apprehensive.

- 2 Bluefin tuna line fishers often come back empty-handed, **having spent** many hours and hundreds of dollars.

Bluefin tuna line fishers often come back empty-handed,

- 3 Purse seine fishing has devastated the tuna population in the Atlantic, **reducing** it by over 80 percent.

Purse seine fishing has devastated the tuna population in the Atlantic,

- 4 For about two hours, we sat there **waiting** for something to happen.

For about two hours, we sat there

- 2 Rewrite these sentences. Replace the conjunction and indicative verb with a present or perfect participle.

- 1 Once you've found them, you then face the task of landing a fish that can weigh in excess of 650 pounds.

you then face the task of landing a fish that can weigh in excess of 650 pounds.

- 2 Since we had nothing else to do, we headed there that evening.

we headed there that evening.

- 3 We dropped chunks of fish into the water and used these in order to keep our prey interested.
We dropped chunks of fish into the water,

- 4 Troy kept the line tight because he knew that the fish can swim towards the boat.

Troy kept the line tight,

- 3 Combine these pairs of sentences by making the appropriate sentence a participial clause. You may need to remove some conjunctions.

- 1 You get the fish on the hook. You then maneuver the boat carefully to keep it on the line.

- 2 In the last 15 years, quotas have been introduced for bluefin tuna. These have helped to stabilize their numbers.

- 3 Purse seine fishing is considered environmentally unfriendly. It often traps other large sea creatures like dolphins.

- 4 Bluefin tuna now weigh on average half what they did in the 1970s. This is because they have been overfished for so long.

Idioms review health and safety

- 4 Match the two parts and make idioms connected with health and safety.

- | | |
|-------------------|---------------|
| 1 second | a side |
| 2 cut | b the book |
| 3 be on the safe | c danger |
| 4 take | d nature |
| 5 do things by | e cotton wool |
| 6 safety | f corners |
| 7 wrap someone in | g net |
| 8 be fraught with | h precautions |

2d Taking a sabbatical

Real life giving a talk

- 1 Complete this list of tips for giving a good presentation. The first letter of the missing words has been given for you.

- KISS—keep it short and ¹ s _____
- make the aim of your talk clear
- introduce what you're going to say; then say it; then at the end, ² r _____ the audience of what you've said
- talk to your audience directly—use “you”
- use ³ r _____ questions
- begin and ⁴ e _____ powerfully
- in a long talk, include activities to involve your audience and to change the ⁵ p _____

- 2 Read a talk about sabbaticals. Read the definition.

sabbatical (n) a period of time taken away from work when your employer still pays you

So, I'm here to give you some advice about volunteering abroad and what I'm going to focus on, and this might surprise you, are your reasons for volunteering. You see, the key thing when volunteering is that you, and your employer, fully appreciate the benefits of what you are doing. I should just say, if you decide to volunteer with us, that's great, but actually I'm not here to push our particular volunteer overseas program or any other for that matter.

Now, what is a sabbatical for? Some might say it's a time to recharge your batteries, others that it is a chance to change location, others a time to get on with personal projects. But for me, it's more than that: it's an opportunity to get new experiences that can help you to grow as a person and as an employee. So you return to work with a new perspective, a greater understanding of the world and you can bring this richer outlook to your job.

I'll just give you an example from my own experience. I used to be a manager in quite a large insurance office and I was very good at giving out the orders but not very good at listening to others.

I took a three-month sabbatical working on a local housing project, where all the volunteers were more or less equal, and I returned to work a one hundred percent better listener and team worker.

So that's really my message to you today. Think about the kind of project you would like to volunteer on and how it's going to improve you directly. And, by implication, how this will benefit your employer. Then go and sell the idea to your employer. Perhaps I could ask you all to just take a minute and tell each other what personal skill you'd like to improve or you think needs improving, and then I'll hear some examples...

- 3 Answer the questions.

- 1 According to the speaker, what is the most important thing to understand about your sabbatical?

- 2 What does the speaker advise people to do if they want to take a sabbatical?

- 3 What does he do to involve his audience?

Vocabulary review phrasal verb get

- 4 Choose the correct option.

- 1 I'm the only one in the family earning at the moment, but we *get by* / *get through*.
- 2 I'm not an ambitious person. *Getting on with* / *Getting ahead in* my career is not the important thing for me.
- 3 I've been interrupted by calls all morning. I really need to *get at* / *get down to* some work.
- 4 Come on. There's a lot to *get at* / *get through* today: calling all the participants, arranging their housing working out the final costs.
- 5 I love Jake's attitude. He never complains about how much there is to do. He just *gets on with* / *gets by* it.
- 6 I wish she had just said what was on her mind. I couldn't understand what she was *getting at* / *getting through*.

2e Company policy

Writing taking notes

- 1 Look at these notes that an employee made during a short talk about sabbaticals and time off at work.

Sabbaticals and unpaid leave

- formal document in 2 wks
- sabbaticals, i.e., paid leave: 3 mths for every 6 yrs worked if on pay grade 6 or above; only for full-time staff; part-time staff arrangements tbc
- unpaid leave: manager decides on each case, e.g., sick parents; no unpaid leave for people who have worked for less than 18 mos.

2 Writing skill abbreviations

What do you think these abbreviations from the notes mean? Write the words in full. Then listen again and check the words the speaker actually uses.

- 1 wks _____
- 2 i.e. _____
- 3 mths _____
- 4 yrs _____
- 5 tbc _____
- 6 e.g. _____

3 Write abbreviations for these words.

- 1 approximately _____
- 2 for example _____
- 3 including _____
- 4 and so on _____
- 5 ten in the morning _____
- 6 hours _____
- 7 please note _____
- 8 that is to say _____
- 9 second _____
- 10 per week _____

4 Write this message in full sentences in your notebook.

Jeff called 11 a.m. Wants you to go to Houston to discuss contract details i.e. commission, quantities, etc. Time of mtg tbc. N.B. not in office til Thurs.

Word focus review foot

5 Match the idioms (1–4) with their definitions (a–d).

- 1 **I got off on the wrong foot** with my boss when I told him I didn't like using computers.
 - 2 He offered to give the talk with me, but then at the last minute he **got cold feet**.
 - 3 She **has a foot in both camps**: she advises the government on education policy, but she also works for the Teacher's Union.
 - 4 Don't worry if it all seems strange at first. You'll soon **find your feet**.
- a have a bad start
 - b get used to something
 - c withdraw from doing something because you feel anxious
 - d be involved with two groups with different or opposing views

6 The idioms in bold are in the wrong sentences. Match the idioms with the correct sentences.

- 1 She **found her feet**, but relations with her colleagues are much better now.
- 2 I hope I didn't **follow in my father's footsteps** when I told her how like her sister she was.
- 3 Most people supported either one candidate or the other, but he **got off on the wrong foot**.
- 4 She really **had a foot in both camps** by not taking the promotion when she was offered it.
- 5 People often ask me why I didn't **foot the bill** and become a doctor.
- 6 Hannah **got cold feet** very quickly at college and made some good friends.
- 7 I thought the company would pay for my hotel, but in the end I had to **put my foot in it**.
- 8 She was going to jump from the 30-foot diving board but she **shot herself in the foot**.

Wordbuilding phrases with do

1 Match the phrases in bold (1–8) with the correct definitions (a–h).

- 1 I **did my best** to translate your letter into French, but I'm not sure it's grammatically correct.
 - 2 I don't want to see another movie about the *Titanic*. The subject's been **done to death**.
 - 3 You can try drinking chamomile tea to make you feel better. It certainly won't **do you any harm**.
 - 4 Can you **do me a favor** and call Sarah to tell her I'm on my way? Thanks.
 - 5 There's no need to thank me for reporting the theft. I was just **doing my duty** as a citizen.
 - 6 It's such a wonderful book, and the movie they've made of it really didn't **do justice to it**.
 - 7 I've **done my bit** for charity over the years: volunteering, giving money regularly.
 - 8 Thanks for your advice about restoring the computer system to get rid of the virus. It **did the trick**.
- a damage/hurt
b do what one has to do
c help
d give a fair representation of
e make a contribution
f repeat too many times
g try one's hardest
h work

Learning skills listening: top-down strategies

2 Before listening to an excerpt in English, try to use the same strategies that help you understand content when listening in your own language. Ask yourself these questions.

- 1 What is the context for this listening (an everyday conversation, a lecture, a scientific report, an interview, etc.)?
- 2 What is the probable attitude of the speaker (e.g., are they trying to persuade/inform/complain, etc.)?
- 3 Am I listening just for gist or for some specific information (dates, times, names, etc.)?
- 4 What do I know already about this subject/situation and what questions would I like to have answered by what I am about to hear?

3 Look at these contexts (1–3). What are the probable answers to questions 2–4 in Exercise 2? Think about: a) the attitude of the speaker; b) whether you are listening for gist or specific information; and c) what questions you want answered.

- 1 a news report about a new electric car
a _____
b _____
c _____
- 2 an interview with a sociologist about her new book on attitudes toward childhood
a _____
b _____
c _____
- 3 a discussion between three friends about a recently released movie
a _____
b _____
c _____

Check!

4 Do this quiz. All the answers are in Student Book Unit 2.

1 Complete the descriptions of these people from Unit 2.



- a Kazakh _____
b sea _____
c _____

2 Look at the attributes of each type of person in the pictures and say what it enables them to do.

- a great patience b extraordinary vision
c being the right weight

3 Complete these grammar explanations.

- a The continuous _____ is used to describe actions in _____ at a specific time.
b We use participles as an alternative to a _____ + pronoun + verb.

4 Complete the sentences. Then use the missing words to make a phrase meaning "to be firm with someone."

- a I don't see why I should have to _____ the bill for the damage.
b OK, that's enough chat. Let's get _____ to work.
c Don't _____ your foot in it by asking her age.
d You mentioned flying. Is that _____ job or just a hobby?