

4 VOCABULARY Jobs

- a Find the jobs in the photos on the page.
- ☐ computer programmer ☐ carer
☐ shop assistant ☐ postman ☐ builder

Do you know anyone who does these jobs?

- b Now go to Vocabulary Focus 5B on p.136

- c **2.13 Pronunciation** Listen to the words.
 How does the speaker say the consonant sound /ʃ/ in the part of the words in bold?

musician politician **shop** assistant

- d **2.14** Listen to the words. Which words have the /ʃ/ sound? Underline the letters.

qualification question information
 machine experience change

- e Practise saying the words in 4c and 4d.

5 READING

- a Look at the jobs in the photos. Answer the questions with a partner.

- Which jobs do you think might disappear in the future?
- Which jobs do you think there will be more of in the future?

- b Now read the article and check your ideas in 5a.

- c Read the article again. What will happen because of these things?

- online shopping
- sending emails
- digital photos
- 3D printers
- environmental problems
- living longer
- studying online

6 SPEAKING

- a Work in small groups. Look at the predictions. Do you think these things will happen in your lifetime? Why / Why not?

- 3D printers will make parts of buildings or whole buildings.
- People won't print photos any more.
- There won't be many shops.
- There won't be any huge offices. People will generally work at home.
- Companies will pay the bosses less and other staff more.
- A normal working week will have four days, not five.

- b Work alone. Write three new predictions.

- c Read your predictions to your group. Do they agree?

Planning a safe future career

Choose your future career carefully – experts are predicting big changes in the jobs we'll do in the next ten or twenty years. Some jobs might disappear, but others will become more important.

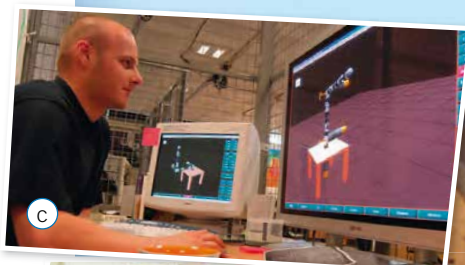
The Internet will have a big effect. People already choose to do a lot of their shopping online, so there won't be as many shops, and there won't be many jobs for shop assistants. Some postmen and other post office staff might lose their jobs, because people will send everything by email.

Another job that might disappear because of technology is photo processors – the people who print photos. This is because most of us keep our photos on our computers now and never print them. Also, there might not be as many jobs for builders as there are today. 3D printers will soon make parts of buildings or even whole buildings in just a few hours.

So which jobs are safe?

- Computer programmers** – a hundred years ago there were none, but now there are lots of them and there will be even more in future because almost all jobs will need computers.
- Environment protection officer** – there will be a lot of new 'green' jobs as environmental problems get more serious.
- Carers** – people will live longer and we'll need carers to look after us in old age.
- Online education manager** – many students will take online courses. There will be jobs for people to create and organise the courses.

And of course, we will still need **actors** and **musicians** to entertain us, **lawyers** to argue and **politicians** to make the big decisions.



5A I have to work long hours

Learn to talk about what people do at work

G must / have to / can

V Work

THE HAPPIEST JOBS

We spend most of our time at work. When we're not there, we're probably thinking about it. But what makes us happy at work? And which workers are the happiest? Here are twelve of the happiest and least happy jobs in the UK, according to the City & Guilds 'Career Happiness Index'.

% AGREEING THEY ARE HAPPY AT WORK

1 _____		87%
2 _____		79%
plumbers		76%
scientists		69%
doctors and dentists		65%
lawyers		64%
3 _____		62%
teachers		59%
4 _____		58%
electricians		55%
IT workers		48%
5 _____		44%

1 VOCABULARY Work

- Look at the photographs. Which jobs can you see?
- Work in pairs. Make a list of as many jobs as you can. You have one minute.
- Now go to Vocabulary Focus 5A on p.136

2 READING

- Work in pairs. Read the first part of the article: *The Happiest Jobs*. Where do you think these jobs go in the list?
bankers gardeners hairdressers nurses accountants
- Check your ideas on p.127. Are you surprised? Why? / Why not?
- What do you think makes people happy at work? Make a list of ideas with a partner.
- Read the second half of the article. Was your list correct?
- Work in pairs. Answer the questions.
 - Do you know anyone who does any of the jobs in the article? How do they feel about their job?
 - Which job in the article is the most similar to your (future) job?
 - Did anything in the article surprise you? Was there any information that you already knew?
 - Do you think the results would be the same in your country? Why / Why not?

THE HAPPIEST WORKERS: WHY THEY'RE HAPPY

So what makes us happy at work? What you do in your job and where you do it is very important:

- 89% of gardeners feel their work is important and useful. Only 35% of bankers feel the same.
- 82% of gardeners said they use their skills every day, compared to only 35% of bankers.
- 89% of gardeners said they like their working environment, but only 24% of bankers said the same.

The people we work with matter:

- The most important thing of all is that other people value your work. 67% of all workers put this first.
- Most workers said that good relationships with colleagues are important. Scientists get on best with their colleagues (90%).

More money doesn't make us happier:

- 61% of workers said that it is very important for them to earn a good salary, but ...
- Workers who earn over £60,000 a year are the unhappiest.
- Self-employed people earn less but are much happier at work (85%) than people who work for a company.

PLUMBERS

74% think their work is important and useful.

67% use their skills every day.



HAIRDRESSERS

Only 7% are unhappy in their jobs.

86% get on well with their colleagues.



GARDENERS

89% think their work is important and useful.

35% are self-employed.





3 LISTENING

- a** What do you think these people like about their jobs?
- 1 Alisha, nurse
 - 2 John, electrician
 - 3 Miriam, banker
- b** **2.5** Listen to Alisha, John and Miriam and check your ideas in 3a.
- c** **2.5** Listen again and answer the questions about each person's job.
- 1 What qualifications, experience and other abilities are necessary for the job?
 - 2 What is difficult about the job?
- d** Which of the three jobs would you prefer to do? Why? Would you be good at it?

4 GRAMMAR *must / have to / can*

- a** Look at the sentences. Match the underlined words with the meanings.
- 1 To become a nurse you have to do well at school.
 - 2 You don't have to wear a suit or go to many meetings.
 - 3 You can't relax because if something goes wrong, you lose money.
- a _____ = this is not necessary
b _____ = this is not allowed or not possible
c _____ = this is necessary

- b** Compare the written rules from John and Alisha's workplaces with the things they said. Complete the rules below.

Nurses must not lift patients without another nurse present.

You can't lift a patient on your own.

You always have to switch off the mains power.

Electricians must switch off the mains power before they start work.

In written English, we use:

_____ to say that something is necessary

_____ to say that something is not allowed or is not possible

- c** Now go to Grammar Focus 5A on p.150

- d** What do you have to do if you work in these places? What can't you do?

• office • restaurant • bank • school

In a school, you can't leave children on their own.

Yes, and you have to wear a suit.

- e** Write rules for the people who work in each place in 4d. Use *must* and *must not*.

Teachers must not leave children on their own.

Teachers must wear a suit.

5 SPEAKING

- a** Choose five of the jobs from the list. Think of three advantages and three disadvantages for each job.

• scientist • lawyer • accountant • electrician
• IT worker • engineer • nurse • pilot
• police officer • receptionist • secretary

- b** Which job do you think is the hardest? Which job is the most interesting?

Receptionists don't have to have a university degree. And they can find a job quite easily.

But they have to work long hours. And they don't earn a good salary.

5B I might get a job today!

Learn to talk about your future career

G will and *might* for predictions
V Jobs

1 SPEAKING

a What can you do if you need a job? Where can you go? Who can you speak to?

b Match the worries 1–3 with the situations in the pictures.

- 1 ☐ I'll say something stupid on my first day.
- 2 ☐ I won't find a job I'll enjoy.
- 3 ☐ They'll ask me really difficult questions.



a looking for a job



b having a job interview



c starting a new job

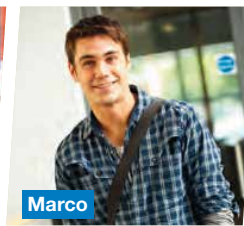
c Have you ever had any of the worries in 1b? Tell a partner.

2 LISTENING

a Listen to three people talking about finding work. Where are they? Who is the most positive about finding work? Who is the least positive?



Sara



Marco



Kate

b Read the predictions each speaker made. Listen again. What reasons do they give for each prediction?

Sara

- 1 It won't be easy to find a job I'll enjoy.
- 2 I don't think I'll get an interview.

Marco

- 3 I'm sure I'll make some really useful contacts.
- 4 I might get a job today!

Kate

- 5 I might not get my perfect job.
- 6 I'm sure I'll find some kind of work.

c Have you ever been to a careers fair? What was it like?

3 GRAMMAR

will and might for predictions

a Look at the sentences in 2b again. Then underline the correct word to complete the rule about *will* and *might*.

We use *will* and *might* to make predictions about the future.

will and *won't* are *more / less* sure than *might* and *might not*.

b Now go to Grammar Focus 5B on p.150

c Write a positive response to each worry in 1b. Then compare with other students. Whose responses are most positive?

I won't find a job I'll enjoy. → You might find something really interesting.

d **Communication 5B** If your partner has got a job: go to p.130.
If your partner does not have a job: go to p.128.

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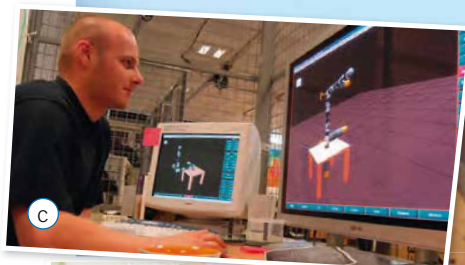
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50 Everyday English

I'll finish things here, if you want

Learn to make offers and suggestions

- P** Sentence stress: vowel sounds
- C** Reassurance

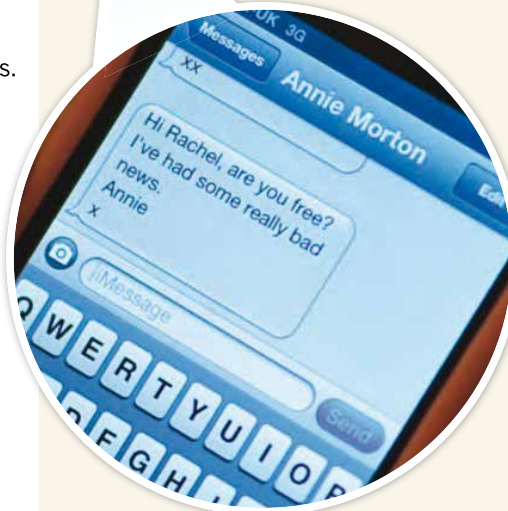
1 LISTENING

- a** When was the last time someone asked you for help? Who was it? What did he / she ask?
- b** Look at the picture of Rachel and read the text message. How is she feeling? Who is the text from? What's the problem?
- c** **2.15** Watch or listen to Part 1. Answer the questions.
- What does Tina think Rachel should do for Annie?
 - What does Tina offer to do?
 - Why is Rachel worried about leaving early?
 - How are they going to deal with the problem?
- d** What would you do in Rachel's situation? Would you call Annie or go and see her? Why?



2 CONVERSATION SKILLS Reassurance

- a** **2.15** Watch or listen again. Match the sentences with the responses.
- ☐ But I can't leave you here on your own.
 - ☐ We've still got so much to do.
 - ☐ It means you won't be able to leave early today.
 - ☐ OK, well if you're sure.
- a** **Never mind.**
- b** Of course. **It's no problem.**
- c** I'll be fine! **Don't worry about it.**
- d** Oh, **it doesn't matter.**
- b** **2.16** Why do you think Tina uses the expressions in bold in a–d? Listen and repeat the phrases.
- c** In pairs, look at situations 1–6. Take turns to apologise for the problems. Respond with expressions a–d in 2a.
- You can't help your partner this weekend.
 - You lost your partner's book.
 - You have to cancel the dinner party.
 - You don't have the money you owe your partner.
 - You can't come to the cinema tonight.
 - You're going to be late for the party.



I'm really sorry, but I can't help you this weekend. I have to work.

Oh, it doesn't matter.

3 LISTENING

2.17 Watch or listen to Part 2. Which jobs will Tina do before she goes home?

- ☐ finish off the flowers
- ☐ start the order for Mrs Thompson
- ☐ start the order for the birthday party
- ☐ put the alarm on
- ☐ take out the rubbish
- ☐ take the order for the wedding



4 USEFUL LANGUAGE

Offers and suggestions

a 2.18 Listen and complete the sentences.

- 1 ☐ _____ finish things here, if you want.
- 2 ☐ Why _____ you tell me what we still need to do?
- 3 ☐ _____ I finish off those flowers?
- 4 ☐ Would you _____ me to prepare some of the orders for tomorrow?
- 5 ☐ You _____ start with that order for Mrs Thompson.
- 6 ☐ Maybe you _____ start on the order for that big birthday party.
- 7 ☐ Do you want _____ to take out the rubbish when I leave?
- 8 ☐ How _____ taking her some flowers?
- 9 ☐ Why _____ I deal with this?

b Look at the sentences in 4a again. Mark them O (offer) and S (suggestion).

c Work in pairs. What offers and suggestions could you make in situations 1–4? Use the phrases and your own ideas.

I'll ... Why don't I / you ... ? Shall I ... ?
 Would you like me to ... ? Maybe you should ...
 How about ... ? Do you want me to ... ?

- 1 It's raining. Your friend has to walk to the station, but doesn't have an umbrella.
- 2 Your colleague has to write a report for her boss before the end of the day. There's not enough time.
- 3 Your friend wants to go for a meal. You don't like the restaurant he suggests.
- 4 You see a tourist. She's lost her bag and doesn't have any money.

Why don't I
drive you to the
station?

How about
getting a taxi?

5 PRONUNCIATION

Sentence stress: vowel sounds

a 2.19 Listen to the phrases from 4a. Are the highlighted modal verbs stressed?

- 1 Shall I finish off those flowers?
- 2 Would you like me to prepare some of the orders for tomorrow?
- 3 You could start with that order for Mrs Thompson.
- 4 Maybe you should start on the order for that big birthday party.

b 2.19 Listen again. Which vowel sound do you hear in each of the modal verbs?

c Practise saying the sentences in 5a.

6 SPEAKING

a Work in groups of four. Choose one of the two events to organise.

A work meeting

- book meeting room
- arrange hotel for guest from advertising company
- book taxis for colleagues from other office
-
-
-

A surprise birthday party for a friend

- buy food and drink
- make and send invitations
- book somewhere for the party
-
-
-

b Work with a partner in your group. Look at the list of things to do for the event you chose. Add three more things.

c Work in your group again. Now you have to organise the event. Make offers and suggestions to decide which person in your group will do which job.

Shall I book a
meeting room?

OK, why don't
you call a hotel?

Would you like me
to buy the food?

Sure. How about going
to the supermarket?

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

5D Skills for Writing

I am writing to apply for a job

Learn to write a job application

w Organising an email

a



We're looking for keen young people to work in our cafés. No experience necessary – we'll give you the training you need to become a barista!

Contact us at www.cubacoffee.com and send us your CV.

b



Situation Vacant

Students required to work for a market research company. Interview people in the street or on the phone in our offices. Good pay – work when you want to.

Visit our website at www.customer-Q.net

c



Sales assistants wanted to sell mobile phones in our superstores. Earn 10% on every phone you sell. Find us at www.electrostores.com/mobiles

Free training programme.

d



Weekend and summer jobs for students

Join our team and earn money. General assistants required for checkout and meat and fish counters. Good pay and conditions.

Contact: reply@saveco.com

1 SPEAKING AND LISTENING

a Have you ever had a summer job or a part-time job? What was it? Did you enjoy it?

b Read the job adverts. Which jobs in the adverts could these sentences describe?

- 1 ☐ You have to start early in the morning.
- 2 ☐ You need to be good with money.
- 3 ☐ You need to like working fast.
- 4 ☐ It's nice because you can talk to people.
- 5 ☐ You have to be good at explaining things.
- 6 ☐ You can earn extra money from tips.

c Work in pairs. Answer the questions about the jobs in the adverts.

- 1 Which job would you most like to do? Why?
- 2 Which job would you least like to do? Why?
- 3 Which job would you do best? Why?

d 2.20 Listen to two students, Penny and John, and answer the questions.

- 1 Which jobs in the adverts are they talking about?
- 2 Do they like the jobs? Why / Why not?

e 2.20 Listen again and choose the correct answers.

- 1 John *has* / *hasn't* worked in the café before.
- 2 John *likes* / *doesn't like* working quickly.
- 3 John *sometimes* / *always* makes £20 in tips.
- 4 Penny *has* / *hasn't* worked in a café before.
- 5 Penny *is* / *isn't* going to apply for the job.

2 READING

Read Penny's job application. Are sentences 1–4 true (T) or false (F)? Correct the false sentences.

- 1 ☐ She tells them she has worked in cafés before.
- 2 ☐ She saw the ad in the newspaper.
- 3 ☐ She can't work this summer, because she's studying.
- 4 ☐ She wants to know how much she will earn.

1 Dear Sir/Madam,

2 I am writing to apply for the job of barista at the Cuba Coffee Company, which you advertised on your website.

3 I am a student at the University of Manchester and I am available to work in August and September.

4 A job with you will be an exciting opportunity for me to learn new skills and to work in a new environment. I have a lot of experience of working in a team and helping customers at Saveco supermarket. My experience of working in a fast, busy supermarket will be very useful for this job.

5 I attach a copy of my CV with details of my past employment.

6 Could you please send me information about the salary and working hours, and also more details about your training programme?

7 I look forward to hearing from you.

Yours faithfully,

Penny Longwell

3 WRITING SKILLS Organising an email

- a Penny's email in 2 has seven parts. What does each part of the letter do?
- ☐ says why she's writing
 - ☐ asks for more information about the job
 - ☐ describes documents she's sending with the email
 - ☐ opens the email
 - ☐ closes the email
 - ☐ says why she wants the job and describes her experience
 - ☐ says what she's doing now and when she can work

- b Look at sentences 1–5. Which ones are about ... ?

- what you are doing now • past jobs • skills

- 1 I am good at working in a team.
- 2 I have experience of working in a restaurant.
- 3 I am currently working as a sales assistant in a bookshop.
- 4 I am studying engineering in Madrid.
- 5 I speak fluent English.

- c What are the missing prepositions? Complete the sentences.

- 1 I am writing to apply _____ the job _____ barista.
- 2 I am a student _____ the University of Manchester.
- 3 I have a lot _____ experience _____ working _____ a team.
- 4 I look forward _____ hearing from you.

- d Put the parts of the email below in the correct order.

I attach a copy of my CV. ☐

I look forward to hearing from you.
Yours faithfully, ☐

I am writing to apply for the job of sales assistant. ☐

Dear Sir/Madam, ☐

I would like to work for your company,
because it would be a good opportunity for
me to improve my communication skills.
I have three years' experience of sales. ☐

I am currently
working as a
sales
assistant in a
clothes shop. ☐

Could you send me more information
about the working hours? ☐

4 WRITING A job application

- a Read the adverts on *Jobsearch.com*. Choose one and write an email applying for the job. Include these parts:
- open the email
 - say why you are writing
 - say what you are doing now
 - say why you want the job
 - describe documents you are sending
 - ask for more information
 - close the email

- b Work in groups. Read the applications together. Which student would you give each job to? Why?

⏪ ⏩ 🏠 🌐



Jobsearch.com

Home
New Jobs
Advice

Use your English ... and your local knowledge!

Get a holiday job as a guide for English-speaking tourists to your town.

You will need:

- a good level of English
- knowledge of your local town or area

VIEW JOB

Work with children and have a holiday

We're looking for people to work on an international holiday camp for children aged 10–15. You will help organise activities and trips, and speak English with the children. We prefer someone with experience of working with children.

VIEW JOB

Evening jobs with Megapizza

We need people to serve and deliver pizzas in the evenings and at weekends. Good pay and conditions. Must have driving licence. Contact: jobs@megapizza.com.

VIEW JOB



UNIT 5

Review and extension

1 GRAMMAR

a Choose the correct answers.

- Employees must not use their computers to send personal emails.
'We _____ use our computers to send personal emails.'
(a) have to (b) don't have to (c) can't
- Employees can leave the building at lunch time.
'We _____ stay in the building at lunch.'
(a) must (b) don't have to (c) can't
- Employees _____ use social media.
'We can't use social media at work.'
(a) must not (b) must (c) don't have to
- Employees _____ make local phone calls on company phones.
'We don't have to use our mobiles to make local calls.'
(a) can (b) can't (c) must
- Employees _____ wear a shirt and tie.
'We have to wear a shirt and tie.'
(a) can (b) must not (c) must

b Match sentences (1–5) with meanings (a–c).

- ☐ It won't be difficult for me to find a job.
 - ☐ I think I'll finish university next year.
 - ☐ I might work for a bank one day.
 - ☐ I'll find a good job in the USA.
 - ☐ I might not find a job I like in my home town.
- a completely sure b fairly sure c not sure

c Which of the sentences in 1b are true for you?

2 VOCABULARY

a Choose the best jobs for each person (1–7).

accountant carer hairdresser IT worker
journalist politician vet

- I really like working with animals. _____
- I enjoy helping older people. _____
- I want to tell people what's happening in the world. _____
- I'm good with numbers. _____
- I like meeting people and helping them look good. _____
- I want to make my country a better place. _____
- I enjoy working with computers. _____

b Which jobs would you like and not like in 2a?

c Match the sentence halves.

- ☐ In my job, I have to work
 - ☐ My job's interesting, because I have to make
 - ☐ I don't have a boss, because I'm
 - ☐ I enjoy being in my office. We're lucky that we have
 - ☐ I'm tired at the end of the day, because I deal with
- a self-employed.
b very long hours.
c a nice working environment.
d important decisions every day.
e lots of serious problems.

3 WORDPOWER *job and work*

a Look at the sentences. Which word (*job* or *work*) is countable? Which is uncountable?

- I've got a really interesting **job**.
- I'm looking for **work** at the moment.

b Match the uses of *work* and *job* (1–4) with the meanings (a–d).

- ☐ 90% of gardeners feel their **work** is important and useful.
- ☐ We spend most of our time at **work**.
- ☐ I've got a lot of **jobs** to do at home this weekend.
- ☐ I enjoy my course, but it's hard **work**.

- a when you use lots of energy to do something
b the activity or activities you do for your job
c activities you have to do, often without getting money
d the place where you work

c Match sentences (1–3) with replies (a–c).

- ☐ Why isn't my email **working** on this computer?
- ☐ Is the medicine from the doctor **working**?
- ☐ I can't **work** this **out**. Do you know the answer?

- a No, it's a very difficult question.
b I don't know. Maybe there's a problem with the Internet.
c Definitely. I feel much better.

d Complete the sentences with *work* or *job*.

- I'm painting my apartment at the moment. It's a lot of hard _____.
- I'm starting a new _____ soon.
- My mobile doesn't _____ when I'm inside this building.
- I've got an important _____ to do at home this weekend.
- I leave _____ early on Fridays.
- The education system in my country doesn't _____ well.
- I know a lot of people who are trying to find _____.
- I can't _____ out how to download this application form.

e Complete these sentences with your own ideas.

- I can't work out ...
- I would like to get a job ...
- Two jobs I need to do this week are ...
- ... makes me happy at work.
- I need to do some hard work ...
- ... doesn't work very well.

f Compare your sentences in 3e with another student.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

- | | |
|-----------------------------------|--------------------------|
| Talk about what people do at work | <input type="checkbox"/> |
| Talk about your future career | <input type="checkbox"/> |
| Make offers and suggestions | <input type="checkbox"/> |
| Write a job application | <input type="checkbox"/> |

5A must / have to / can

Necessary, a rule	Not allowed, a rule
Visitors must wash their hands. We have to wash our hands.	You mustn't smoke in the building. We can't smoke here.
Allowed	Not necessary
You can smoke outside.	You don't have to wear a uniform.

must and *have to* have very similar meanings.

must is often used in written rules:
*All patients **must** wash their hands.*

People in authority use *must* when they are speaking, for example, teachers, parents etc.:
*You **must** switch off your mobile phone.*

We use *have to* when we say what is necessary.
It is very common in spoken English:
*Doctors **have to** work very long hours.*
*I **have to** leave for work at 7.00 am.*

must not and *don't have to* have very different meanings.

must not means something is not allowed – it is important **not** to do something:
*Students **must not** talk in the exam room.*
*You **mustn't** smoke in here.*

don't have to means something is unnecessary:
*Teachers **don't have to** wear a uniform.*
*He **doesn't have to** work because he's rich.*

can means something is allowed:
*You **can** take a one-hour lunch break.*
*You **can** borrow up to five books from the library.*

can't is similar to *mustn't*.
It means not allowed / not possible:
*You **can't** smoke here.*
*Bankers **can't** relax for a minute.*



2.6 have to + infinitive

	I / You / We / They	He / She / It
+	We have to work hard.	She has to leave early today.
–	They don't have to play.	He doesn't have to work.
Y/N?	Do nurses have to have a degree? Yes, they do . / No, they don't .	Does he have to wear a uniform? Yes, he does . / No, he doesn't .

can and *must* are modal auxiliary verbs. They are the same for all persons.

2.7 must + infinitive

	I / You / We / They / He / She / It
+	You must arrive on time.
–	Teachers mustn't be late.

Questions with *must* are rarely used in modern English.

2.8 can + infinitive

	I / You / We / They / He / She / It
+	You can leave work early today.
–	The children can't go outside alone.
Y/N?	Can I smoke here? Yes, you can . / No, you can't .

5B will and might for predictions

We use *will* and *might* to make predictions about what we expect to happen in the future.

will shows that we are very sure:
*I'll say something silly. They **won't** give me the job.*

might shows we are less sure:
*They **might** ask difficult questions. I **might not** get the job.*

will and *might* are modal auxiliary verbs. They are the same for all persons.

2.10

	I / You / We / They / He / She / It
+	You will get the job. You might get the job.
–	He won't get the job. He might not get the job.

Short forms: *will* = 'll, *will not* = won't

We usually use phrases like *I think ...*, *I don't think ...* and *Do you think ...?* to introduce predictions when we speak.

2.11

	I / You / We / They / He / She / It
+	I think you'll get the job. I think he might get the job
–	I don't think I'll get the job.
Y/N?	Do you think we'll get the job? I think so. / I don't think so. Do you think we might get the job? We might. / We might not.

We can also use *I'm sure ...* before predictions with *will*:
I'm sure I'll say something silly.

5A must / have to / can

- a** Flavia works in a call centre. Read her office rules. Complete Flavia's description of her work with *have to*, *can* or *can't* and the words in brackets.

Office Rules

- Employees **must** wear a uniform at all times.
- Employees **must not** check emails during working hours.
- You **must not** talk to other employees during working hours.
- You **must** answer the phone within 5 seconds.
- Employees **must** always be polite to customers.

I'm telling you, Jo, it's a terrible place to work! The customers can't see you, but we still ¹ have to wear a uniform all the time. You ² _____ (wear) your normal clothes. I ³ _____ (check) my emails – it's not allowed – and I ⁴ _____ (speak) to my colleagues during the day! Fortunately, we ⁵ _____ (talk) to each other during our breaks! When the phone rings, we ⁶ _____ (answer) it very quickly – within 5 seconds. And we always ⁷ _____ (be) polite to customers, but they're often incredibly rude to us! I really ⁸ _____ (find) a new job!

- b** Choose the correct option.

- Visitors *must not* / *don't have to* smoke in the building.
- It's a relaxed office – you *must not* / *don't have to* wear a tie.
- I start at 10 am, so I *mustn't* / *don't have to* get up early.
- Employees *must not* / *don't have to* park in the customer car park. It is for customers only.
- If there is a fire, you *must not* / *don't have to* use the lift. You must use the stairs.

- c** Complete the sentences with one of the expressions from the box. Use each expression once.

can can't doesn't have to has to must must not

- In my office, we _____ eat or drink at our desks. We have to go to the canteen.
- My job's really nice. I _____ start work when I want and finish when I want.
- She works from home so she _____ drive to work.
- Warning! Dangerous work area. Visitors _____ enter without permission.
- Important! You _____ keep your visitor card with you at all times.
- He _____ travel a lot in his job. Sometimes he goes to three or four countries in a month.

- d** ► Now go back to p.49

5B will and might for predictions

- a** Duncan is planning to move to China for a year. Look at his predictions and complete his sentences with *will* / *won't*, *might* / *might not*.

	100% sure	50% sure ???
Good	learn about China meet new people try new things	learn to speak Chinese? travel around China? stay more than a year?
Bad	difficult language not much money no friends	tiring job? miss family? not like food?

- I'm sure I will learn a lot about China.
- They have different food in China, and I _____ like it.
- I'm sure Chinese _____ be really difficult, but I _____ learn to speak a bit.
- I _____ have any friends at first, but I _____ meet new people.
- My job _____ be tiring and I _____ have much money!
- I _____ try new things and I _____ travel around the country.
- I _____ want to stay more than a year – I _____ want to come back!

- b** Correct the mistakes in the sentences below. Sometimes there is more than one possible answer.

- She thinks she might to go to Spain for her holiday.
- Which sights do you think you visit?
- I sure the restaurant will be busy.
- I'm sure it won't raining today – the sky's blue.
- Do you think you might buying a new computer?
- I'm sure I might change jobs next year.
- He might not to arrive on time. The traffic's bad.
- I won't think I pass my exam.

- c** Write questions using *will* and the words in brackets.

- A** Are you sure (you / enjoy) it?
B Yes, I'm sure I will.
- A** Do you think (she / leave)?
B She might.
- A** How much do you think (it / cost)?
B About fifty pounds.
- A** When do you think (they / tell) us?
B I don't know.
- A** Are you sure (we / finish) on time?
B No. We might not.
- A** Do you think (I / get) an interview?
B I think so!

- d** In which questions in **c** can you replace *will* with *might*?

- e** ► Now go back to p.50