CAPITOLO

5

The World of Work

The best job in the world may be one that nobody has invented yet.

OBIETTIVI

1. I can talk about jobs, workplaces, skills and qualities, and form job nouns with *-er*, *-or*, *-ist* and *-ian*.
2. I can use the future continuous to talk about actions in progress at a time in the future.
3. I can talk about rules and permission with *make*, *let* and *be allowed to*, and give strong advice with *had better*.
4. I can take part in a job interview, talk about my skills and ask for clarification politely.
5. I can write a formal email of application and a short CV.
6. I can compare what young people do after 16 in the UK, Ireland, the US and Italy.

INDICE DEL CAPITOLO

5.1 Vocabulary: Jobs and Work 2
5.2 Reading: A Week by the Sea 5
5.3 Grammar: Future Continuous, make / let / be allowed to, had better 7
5.4 Listening and Speaking: A Job Interview 11
5.5 Writing: A Formal Email of Application 14
5.6 Culture: After 16 18

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What do you want to be when you grow up? At six the answer is easy; at sixteen the question becomes real. In this unit Aoife spends a week of **work experience** at a marine-science centre on Galway Bay, Sam's stepbrother Josh waits for answers from universities, and Callum applies for his first summer job, at the café of a Bristol museum.

You learn the **future continuous** for actions in progress at a future moment (*This time next year I'**ll be studying** at university*), **make**, **let** and **be allowed to** for rules and permission, and **had better** for strong advice: *You'**d better** not be late!*

5.1 Vocabulary: Jobs and Work

5.1.1 Jobs and workplaces

You already know many jobs from *English 1*: Sam's mum, Helen, is a nurse at a Bristol hospital, and his dad, David, is a bus driver. Tabella 5.1 adds some more, together with the place where people do them, their **workplace** *(ita: posto di lavoro)*.

Tabella 5.1 Jobs and workplaces

Job	What they do	Where they work
nurse	looks after patients	a hospital, a GP surgery
receptionist	answers the phone and welcomes visitors	a hotel, an office
chef	cooks and plans the menu	a restaurant kitchen
electrician	fits and repairs electrical systems	homes, building sites
software developer	writes and tests computer programs	an office, or at home
accountant	keeps and checks a company's financial records	an office
marine biologist	studies the animals and plants of the sea	a laboratory, a boat, the coast
journalist	finds out about the news and reports it	a newsroom, out and about
shop assistant (AmE *sales clerk*)	helps customers and works at the till	a shop
care worker	helps elderly or disabled people with daily life	a care home, people's homes

To ask about a job, say *What do you do?* or *What's your job?* In the answer, remember the article: *I'm **a** nurse* (✗ *I'm nurse*), *I work **as** a nurse, **in** a hospital* (the place), **for** the NHS (the employer).

5.1.2 Skills and qualities

Employers look at your skills — what you can do (*English 1*, Unit 6) — and at your personal qualities — what you are like:

- **reliable** *(ita: affidabile)* — people can trust you to do what you promise and to arrive on time.
- **organised** — you plan your work and don't lose things (Marta is brilliant at maths, but not very organised!).
- **a team player** *(ita: persona che sa lavorare in squadra)* — you work well with other people.
- **flexible** — happy to change your plans or your hours; **hard-working**, **patient**, **polite**, **confident**.

Collocations: *be **good with** people / numbers / your hands; **work under pressure**; have **experience of** working with children*.

> **DA RICORDARE**
>
> ***job* or *work*?** *Job* is countable: *a job, two jobs, a part-time job*. The noun *work* is uncountable: *a lot of work* (✗ *a work*). *Work* is also the place, with no article: *go to work, be at work*. A *career* is the series of jobs you do in one field: *a career in medicine*.

5.1.3 Work words

Tabella 5.2 collects the words you need to look for a job. You met *apply (for)* in *English 1* (Unit 6).

Tabella 5.2 Words for looking for a job and talking about it

Word	Meaning	Example
apply (for), **application**	ask formally for a job; the form or letter you send	*Callum applied for a summer job.*
CV (AmE *résumé*)	a short document with your education, experience and skills	*Please send your CV by email.*
interview	a formal meeting where an employer asks you questions	*I've got an interview on Friday!*
salary / **wage**	money for a job, paid every month for a year's work / often paid by the hour or week	*an hourly wage*
full-time / **part-time**	for all / only some of the normal working hours	*a part-time job at weekends*
shift	a period of work in a day	*Helen works night shifts.*
apprenticeship, **apprentice**	a job with training: you learn a trade while you earn	*Grandad Arthur did an apprenticeship.*
work experience	a short period with an employer, for students, to learn about a job	*Aoife did a week's work experience.*
employer / **employee**	the person or company that gives work / a person who works for them	*The café has twelve employees.*
qualifications	exams you have passed, certificates you have got	*You need good qualifications to be a nurse.*

CV /ˌsiː ˈviː/ is short for the Latin *curriculum vitae*, "the course of a life". Note the stress: *employer* /ɪmˈplɔɪə(r)/, *employee* /ɪmˈplɔɪiː/.

5.1.4 Word formation: *-er*, *-or*, *-ist*, *-ian*

Many job nouns are a verb or a noun + a suffix: *employ* → *employer*, *science* → *scientist* (Tabella 5.3).

Tabella 5.3 Job nouns with *-er*, *-or*, *-ist*, *-ian*

Suffix	Usually added to	Examples
-er	verbs (the most common ending)	*teach → teacher, employ → employer, design → designer, photograph → photographer*
-or	verbs, often ending in *-ate*, *-ct*, *-it*	*act → actor, direct → director, translate → translator, edit → editor, invent → inventor*
-ist	nouns (a science, an art, an instrument)	*science → scientist, journal → journalist, art → artist, piano → pianist, biology → biologist*
-ian	nouns ending in *-ic*, *-ics* or *-y*	*electric → electrician, music → musician, politics → politician, library → librarian, comedy → comedian*

With *-ian* the stress moves to the syllable before the ending and the *c* becomes /ʃ/: ***MU**sic* → *mu**SI**cian* /mjuˈzɪʃn/, *e**LEC**tric* → *elec**TRI**cian* /ɪˌlekˈtrɪʃn/; the stress also moves in ***PHO**tograph* → *pho**TO**grapher* /fəˈtɒgrəfə(r)/. There is no rule for *-er* or *-or*: learn the spelling. Italian helps with *-ist* (*giornalista*), but *elettricista* is ✓ *electrician*, never ✗ *electricist*. The ending *-ee* names the person who receives the action: *employee, trainee*.

5.2 Reading: A Week by the Sea

Before you read. Have you ever done work experience, or a period of *formazione scuola-lavoro*? If you could try any job for one week, which would you choose, and why? Tell a partner.

In Transition Year, students in Irish schools spend some weeks of the year on work experience. Aoife chose a small marine-science centre on the coast near Galway, and every evening she wrote a short diary for the Link blog. (*testo della redazione*; the centre and the people in the diary are invented)

My Work-Experience Week

The Link Blog · Aoife's diary — Galway

Monday. I got up at 6.30, which is a miracle for me. The Sea Centre is a small marine-science centre on the coast, twenty minutes from Galway by bus. Its scientists study the fish, seaweed and tiny animals of Galway Bay, and they also run a little aquarium for school groups. My supervisor, Dr Nora Keane, met me at the door. She's a marine biologist and she has worked here for twelve years. First she made me read the safety rules — four pages of them! We aren't allowed to go into the laboratory without a lab coat, and nobody is allowed to go out on the boat alone. Then she showed me round. Everyone was very friendly, and at lunch they let me choose the music.

Tuesday. The best day so far. Dr Keane let me help with the water samples. Every week the team collects seawater from six places in the bay and measures its temperature and how salty it is. My job was to type the numbers into the computer and check them. It sounds boring, but it isn't: the numbers tell a story. Near the mouth of the river Corrib, which flows through Galway into the bay, the water is less salty, because fresh water from the river mixes with the sea. I asked about a hundred questions. Dr Keane says that asking questions is the most important skill in science.

Wednesday. Disaster day. In the morning I helped in the aquarium with a group of eight-year-olds. One boy put his whole arm into the rock pool before I could stop him, and a crab nearly caught his finger. Nobody was hurt, but the aquarium manager made me fill in an accident form. In the afternoon things got better: I was allowed to feed the fish in the big tank, and a little girl told me I had "the best job in the world".

Thursday. Boat day! At eight o'clock we went out into the bay on the centre's research boat. Before we left, the skipper looked at my thin jacket and said, "You'd better put on another jumper. It'll be freezing out there." He was right. They wouldn't let me drive the boat, of course, but I helped to pull up a net full of plankton — tiny plants and animals that float in the sea. Under the microscope they looked like creatures from another planet. I'll never forget it.

Friday. My last day. In the morning I wrote a short report on the week's water samples, and Dr Keane said it was good enough for the centre's website. Then she asked me what I wanted to do after school. A week ago I had no idea, but now I'm thinking about marine science. "Then you'd better choose your science subjects carefully for the Leaving Cert," she said. She also told me something I liked: "Ten years from now, you'll probably be doing a job that doesn't exist yet."

On the bus home I imagined it. This time next week I'll be sitting in a classroom again, but one day, maybe, I'll be working on a research ship in the middle of the Atlantic. Lads in Bristol, Giulia and Marta in Turin: what will you be doing ten years from now?

Language in context

Look at the rules in the diary: Dr Keane **made** Aoife **read** the rules (no choice), **let** her **help** (permission), and students **aren't allowed to** go in without a lab coat (a rule) — no *to* after *made her* and *let her*. The skipper gives strong advice with **you'd better**, and at the end Aoife imagines actions in progress in the future: ***I'll be sitting***, ***I'll be working*** — the **future continuous**. Notice also *supervisor (ita: tutor, responsabile)* and *skipper (ita: comandante di una piccola barca)*.

COLLEGAMENTI

Science: how salty is the sea? On average, a kilogram of seawater contains about 35 grams of dissolved salts, mostly sodium chloride (about 3.5%). Where a river flows into the sea the water is less salty; in hot, closed seas, where much water evaporates, it is saltier. Salinity is often measured electrically, because salty water conducts electricity better.

Maths: how many grams of salt are there in 2 kg of seawater? (2 × 35 = 70 g.)

5.3 Grammar: Future Continuous, *make / let / be allowed to, had better*

5.3.1 The future continuous

Aoife writes: *This time next week I'**ll be sitting** in a classroom.* At that future moment the lesson will have started and won't be finished. This is the **future continuous**: ***will be* + *-ing***, the same for every person (Figura 5.1).

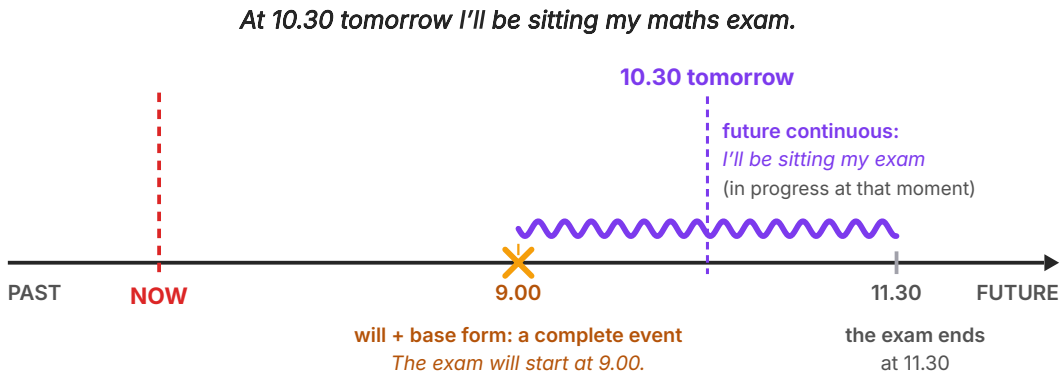


Figura 5.1 The future continuous on a timeline. The violet wavy line is an action in progress (the exam, from 9.00 to 11.30); at the future moment 10.30 the exam is happening: *I'll be sitting my exam*. The amber cross is a complete event at one point: *The exam will start at 9.00*.

Tabella 5.4 The future continuous (*will be + -ing*)

Affirmative	Negative	Questions	Short answers
I'll be working at the café. (I will be working) *She'll be studying in Leeds.*	*I won't be working on Sunday.* (will not be working) *They won't be coming home.*	*Will you be working in August?* *What will you be doing at eight?*	*Yes, I will. / No, I won't.*

We use it:

- for an action **in progress at a particular time in the future**: *At 10.30 tomorrow I'll be sitting my maths exam.*
- for an action in progress over a **future period**, often when we imagine our future: *Next year Josh will be studying at university.*
- (B1+) to ask about somebody's plans **politely**: *Will you be using the laptop tonight?* (= Are you planning to use it? I'd like to.)

Typical time expressions: *this time tomorrow / next week, at eight tonight, in ten years' time, ten years from now*. State verbs are not used in the continuous: ✗ *I'll be knowing* → ✓ *I'll know*.

Future continuous, *will* or *going to*?

Tabella 5.5 Three ways to talk about the future

Form	Use	Example
will + base form	a complete event; a prediction; a decision made now	*The exam will start at 9.00.*
be going to	a plan or an intention	*I'm going to apply for the job.*
will be + -ing	an action in progress at a future time	*At 10.30 I'll be writing my essay.*

Compare: *When you arrive, we'**ll have** dinner* (we start after you arrive) and *When you arrive, we'**ll be having** dinner* (you will find us at the table). After *when* the verb stays in the present (✗ *When you will arrive*).

GRAMMAR IN ITALIANO

Il future continuous (futuro progressivo). *will be* + forma in *-ing*, uguale per tutte le persone; negativa *won't be working*; domanda *Will you be working?*; risposte brevi *Yes, I will / No, I won't*.

Uso. Un'azione che sarà **in corso** in un momento preciso del futuro: *Domani a quest'ora starò facendo l'esame = This time tomorrow I'll be sitting my exam.* In italiano spesso basta il futuro semplice o il presente (*domani alle dieci sono in aereo*); in inglese serve *will be + -ing*.

Confronto. *Quando arriverai, ceneremo = we'll have dinner*; *...staremo cenando = we'll be having dinner*. Non si usa con i verbi di stato.

ERRORE FREQUENTE

✗ *This time tomorrow I will fly to Dublin.* → ✓ *This time tomorrow I'**ll be flying** to Dublin.* (azione in corso in quel momento)

✗ *I will being working.* / ✗ *I will be work.* → ✓ *I'**ll be working**.* (*will + be + -ing*: nessuna parte si può togliere o cambiare)

✗ *Will you working tomorrow?* → ✓ *Will you **be** working tomorrow?*

5.3.2 *make*, *let* and *be allowed to*

You met *be allowed to* in *English 1* (Unit 11); Tabella 5.6 compares it with *make* and *let*.

Tabella 5.6 *make*, *let* and *be allowed to*

Structure	Meaning	Examples
***make* + object + base form**	force or oblige somebody: they have no choice	*Dr Keane **made** me **read** the safety rules.* *My parents **make** me **do** my homework before dinner.*
***let* + object + base form**	give somebody permission	*She **let** me **help** with the samples.* *They **wouldn't let** me **drive** the boat.*
***be allowed to* + base form**	have permission, often because of a rule	*We **aren't allowed to** go in without a lab coat.*

Notice:

1. After *make* and *let* + object there is **no *to***: *She made me **read**, They let us **leave**.* But *allow* takes *to*: *She allowed me **to** help = She let me help*.
2. **The past:** *made*; *let – let – let*; *was / were allowed to*. For general permission in the past, *could* is also possible: *When I was ten, I could / was allowed to stay up late on Saturdays.* For one particular occasion use *was allowed to*, not usually *could*: *Yesterday I **was allowed to** feed the fish.*

3. **The passive:** *let* has none — ✓ *I **wasn't allowed to** drive the boat.* The passive of *make* takes *to*: *We **were made to** wear lab coats* (formal).

ESEMPIO SVOLTO

Rewrite with the word in capitals. *Dr Keane gave me permission to use the microscope.*

1. (LET) Permission → *let* + object + base form, no *to*; past of *let* = *let* → *Dr Keane **let me use** the microscope.*
2. (ALLOWED) The person with permission becomes the subject; *be allowed to* in the past → *I **was allowed to use** the microscope.*
3. Now obligation: *The manager forced Aoife to fill in a form.* (MADE) → *The manager **made Aoife fill in** a form.* Passive, starting with *Aoife*: *Aoife **was made to fill in** a form* (here *to* comes back!).

GRAMMAR IN ITALIANO

make, let, be allowed to. *make* + oggetto + forma base = **costringere, far fare**: *Mi ha fatto leggere le regole = She made me read the rules.* *let* + oggetto + forma base = **lasciare, permettere**: *Mi ha lasciato guidare = She let me drive.* *be allowed to* = **avere il permesso di**: *Non possiamo entrare senza camice = We aren't allowed to go in without a lab coat.*

Confronto con l'italiano. *Far fare* ha tre traduzioni: obbligo → *make somebody do*; servizio → *have something done* (unità 3); permesso → *let somebody do* (*fammi vedere = let me see*). *let* è invariabile e non ha passivo (→ *be allowed to*); il passivo di *make* vuole *to*.

ERRORE FREQUENTE

✗ *She made me to read the rules.* → ✓ *She made me **read** the rules.*

✗ *My parents don't let me to go out on Fridays.* → ✓ *My parents don't let me **go** out on Fridays.*

✗ *I was let to drive the boat.* → ✓ *I **was allowed to** drive the boat.* / ✓ *They **let** me drive the boat.*

✗ *We are not allow to use phones.* → ✓ *We are not **allowed** to use phones.* (serve il participio *allowed*)

5.3.3 *had better*

The skipper says: *You'**d better** put on another jumper. It'll be freezing out there.* **Had better** gives strong advice about a **specific situation, now or soon**, often with the idea of a bad result if you don't follow it. Form: ***had better* (*'d better*) + base form**; negative ***had better not***.

Tabella 5.7 *had better*

Affirmative	Negative	With a reason or a warning
*You **'d better** go now.* *We **'d better** take a taxi.*	*You **'d better not** be late.* *I **'d better not** tell Mum.*	*You'd better leave now, **or** you'll miss the bus.* *We'd better check the email, **otherwise** we won't know.*

Although it contains *had*, it refers to the **present or future**: *You'd better go **now***; and here *'d* = *had*, not *would*. It is stronger than *should*: *You should read more* (general advice) / *You'd better read the instructions before you switch it on!* (urgent). With *I* and *we* it means "it's necessary": *I'd better go — my bus leaves in five minutes.* To a teacher or an employer it can sound rude.

GRAMMAR IN ITALIANO

had better*.** Corrisponde a ***faresti meglio a o ***è meglio che*** + congiuntivo: *You'd better go* = Faresti meglio ad andare / È meglio che tu vada. Forma: *had better* (quasi sempre *'d better*) + forma base, senza *to*; negativa: *had better not* + forma base. È uguale per tutte le persone.

Attenzione. Si riferisce al presente o al futuro; è più forte di *should* e sottintende spesso una conseguenza (*or..., otherwise...*).

ERRORE FREQUENTE

✗ *You had better to go now.* → ✓ *You had better **go** now.* (niente *to*)

✗ *You hadn't better be late.* / ✗ *You'd better don't be late.* → ✓ *You'd better **not** be late.*

✗ *You would better ask.* → ✓ *You **'d** (**had**) better ask.* (*'d* qui sta per *had*)

✗ *Yesterday I had better stay at home.* → ✓ *Yesterday **it was better to** stay at home.* (*had better* non parla del passato)

5.4 Listening and Speaking: A Job Interview

Listening 1. In March, Callum has an interview for a summer job at the café of the Harbourside Museum, an (invented) museum in Bristol. The café manager, Ms Patel, interviews him. Listen to your classmates reading the script (books closed): what does Callum say about his skills? Which word doesn't he understand, and which word can't he remember? What does he do?

Tabella 5.8 Listening script — The interview

Ms Patel	Good afternoon, Callum. Thank you for coming. Could you tell me a little about yourself?
Callum	Certainly. I'm sixteen and I'm in Year 11 at Hillside Academy, so I'm taking my GCSEs this summer. I'm from Edinburgh, but I live in Bristol with my dad. At school I organise the video calls for our partnership with a school in Turin.

Ms Patel	And why would you like to work here?
Callum	I love this museum — I've visited it many times — and I enjoy talking to people.
Ms Patel	What skills could you bring to the job?
Callum	I think I'm reliable, and I'm a good team player. Last year I did a week's work experience at a bike shop, and on my last two days the owner let me serve customers.
Ms Patel	Good. Have you ever worked on a till?
Callum	Sorry, could you repeat that, please?
Ms Patel	A till. Have you ever worked on one?
Callum	I'm sorry, what do you mean by "till"?
Ms Patel	It's the machine where you keep the customers' money.
Callum	Oh, I see. Yes, at the bike shop. And I also used the… sorry, I don't know the word… the little machine where customers put their bank card.
Ms Patel	A card reader. Perfect. Now, you'll be working six-hour shifts, some at weekends. We make everyone wear a uniform, and we don't let staff use their phones behind the counter. You're allowed to take a thirty-minute break in each shift. Will you be going away in July or August?
Callum	Yes, I'll be staying with my mum in Edinburgh for the last two weeks of August. Would that be a problem?
Ms Patel	Not at all. Do you have any questions for me?
Callum	Just one. What will I be doing on my first day?
Ms Patel	You'll be working with Jamal, one of our team leaders. We'll send our decision by email on Friday, so you'd better check your inbox — we don't phone.
Callum	I will. Thank you very much for your time, Ms Patel.

Listening 2. That evening, in the Taylors' kitchen, Sam asks his stepbrother Josh about his university applications. Listen (books closed): how many offers has Josh got? What does he have to do to get a place?

Tabella 5.9 Listening script — Five choices

Sam	So, any news from the universities?
Josh	Yes! Three offers. Look — they came this week.
Sam	Nice one! Three out of… how many did you apply for?
Josh	Five. Through UCAS you can choose up to five courses. Two haven't answered yet.
Sam	And it's computer science, right?

Josh	Computer science. I've told you a hundred times.
Sam	OK, OK. So are you in?
Josh	Not yet. They're conditional offers. The universities will only let me in if I get the right grades in my A levels. The one I like best wants an A and two Bs.
Sam	So you'd better start revising.
Josh	I started months ago! Dad and Helen make me sit at this table every evening. You'll see next year.
Sam	Where will you be living?
Josh	In a hall of residence in the first year — a student building with lots of small rooms.
Sam	Will you be coming home at weekends?
Josh	Not every weekend. And no, you aren't allowed to use my room while I'm away.
Sam	Just imagine: this time next year you'll be sitting in a lecture hall, and I'll be doing my A levels. Or a T level. I haven't decided.
Josh	And Lily will be teaching Biscuit to read.
Sam	She's already trying!

Useful language. An interview is **formal**: use *Could you…?* rather than *Can you…?*, *I would like to…* rather than *I want to…* (Tabella 5.10).

Tabella 5.10 Useful language — a job interview

Function	Phrases
greeting and thanking	*Good afternoon. · Thank you for inviting me / for your time.*
talking about yourself	*I'm sixteen and I'm in Year 11 at… · I'm interested in… · In my free time I…*
talking about skills and experience	*I think I'm reliable / a good team player. · I'm good at… · Last year I did a week's work experience at…, where I learnt to…*
asking for clarification	*Sorry, could you repeat that, please? · I'm sorry, what do you mean by…? · Could you speak more slowly, please?*
checking you have understood	*So, if I understand correctly, … · Do you mean that…? · Just to check: …?*
asking questions at the end	*What will I be doing on my first day? · Will I be working at weekends? · When will I hear from you?*

LEARNING TO LEARN

Paraphrasing. When you can't remember a word, don't stop and don't switch to Italian: **paraphrase** — say it in other words, as Callum did with *card reader*. The Common European Framework describes this as a B1 strategy: describing the features of something when you can't remember its name. Useful frames:

- *It's a kind of… / It's a type of… — It's a kind of shop where you buy medicine.* (a chemist's)
- *It's a thing / machine / tool you use for -ing… — It's a tool you use for opening tins.* (a tin opener)
- *It's a person who… / It's a place where… — It's a person who repairs pipes and taps.* (a plumber)
- *I don't know the word, but… / What do you call…?* — ask for help.

Practise once a week: describe five words from your notebook to a partner in fifteen seconds each, without saying them.

Speaking tasks

1. **Role play: a job interview.** Student A is the café manager in the advert in the Writing section, Student B a candidate. A asks at least five questions (including *Will you be going away in the summer?*); B asks for clarification once and ends with a question. Then swap.
2. **Paraphrase game.** Describe five jobs or work objects (*librarian, apron, salary, till*…) to your partner without saying the word.
3. **Discussion.** Ten years from now, what will you be doing, and where will you be living? What do your school and your family make you do, and what do they let you do?

5.5 Writing: A Formal Email of Application

Media text: a job advert

Callum found his job in a **job advert** (AmE *job ad*) — Figura 5.2. Read it for one minute, then answer the questions.



Figura 5.2 An invented job advert (an original media text) for a summer job at a Bristol museum café. The museum and the manager are invented.

1. Who is the advert for? Find three words or phrases that tell you.
2. How does the advert speak to the reader? Find a question and an imperative. Why do adverts use them?
3. Which parts are written in full sentences, and which in short notes with bullet points? Why?
4. Some information is missing, for example the exact hours and the pay in pounds. What would you ask at the interview?

The email

Callum answered with a formal email and his CV (Tabella 5.11).

Tabella 5.11 Model text — a formal email of application

Subject: Application for the post of Summer Café Assistant

Dear Ms Patel,

I am writing to apply for the position of Summer Café Assistant, which was advertised on the museum's website. I attach my CV.

I am sixteen and I am in Year 11 at Hillside Academy, Bristol, where I am taking my GCSEs this summer. I will be available from 1 July to 15 August, on weekdays and at weekends.

Last year I did a week's work experience at a bike shop, where I served customers and used the till and the card reader. I learnt to work quickly and to stay calm when the shop was busy. At school I am in charge of the video calls for our partnership with a school in Turin, so I often have to solve problems quickly.

I believe that I would be a reliable member of your team. I am polite and well organised, and I enjoy working with people. I have visited the museum many times, and I would love to help its visitors enjoy their day.

I would be grateful for the opportunity to discuss my application at an interview. Thank you for considering it.

I look forward to hearing from you.

Yours sincerely,
Callum Reid

ESEMPIO SVOLTO

Analyse the model.

1. **Subject line and greeting**: short and clear; *Dear Ms Patel* — the name is in the advert.
2. **Paragraph 1**: the reason for writing — the job, where you saw it, the CV attached.
3. **Paragraph 2**: who you are, and when you are available (*I will be available…*).
4. **Paragraph 3**: experience and skills, with **evidence** — what you did and what you learnt.
5. **Paragraph 4**: why you are right for the job, with the qualities in the advert.
6. **Closing**: ask for an interview; *I look forward to hearing from you* (*to + -ing*!); *Yours sincerely*, full name.
7. **Register**: no contractions, no exclamation marks, no informal words; polite formulas (*I would be grateful for…*).

The opening and the closing go together (Tabella 5.12).

Tabella 5.12 Formal openings and closings

Opening	When	Closing
Dear Sir or Madam,	you don't know the name of the person	*Yours faithfully,*
Dear Ms Patel, / Dear Mr Evans,	you know the name (*Ms* for any woman, married or not)	*Yours sincerely,*
Dear Ms. Patel: (AmE)	American business letters	*Sincerely, / Sincerely yours,*
Hi Sam, / Dear Giulia, (informal, Unit 1)	a friend	*Love, / Best wishes, / See you soon!*

A short CV

A CV gives the facts in a page that can be read in thirty seconds (Figura 5.3). Its headings are like those of Europass, the European Union's free CV template, which also asks for your level in each language on the CEFR scale (A1–C2). British CVs are usually one or two pages, without a photo.

APPROFONDIMENTO

An Italian "first CV"? Around 1482, when Leonardo da Vinci moved from Florence to Milan, he drafted a letter to Ludovico Sforza, the ruler of Milan, hoping to work for him. It lists about ten things he could do — light, strong bridges, tunnels, war machines — and only near the end mentions painting and sculpture. The draft is in the *Codex Atlanticus* at the Biblioteca Ambrosiana in Milan; we don't know if it was ever sent. It is often called "the first CV", because it chose the skills the employer needed most.

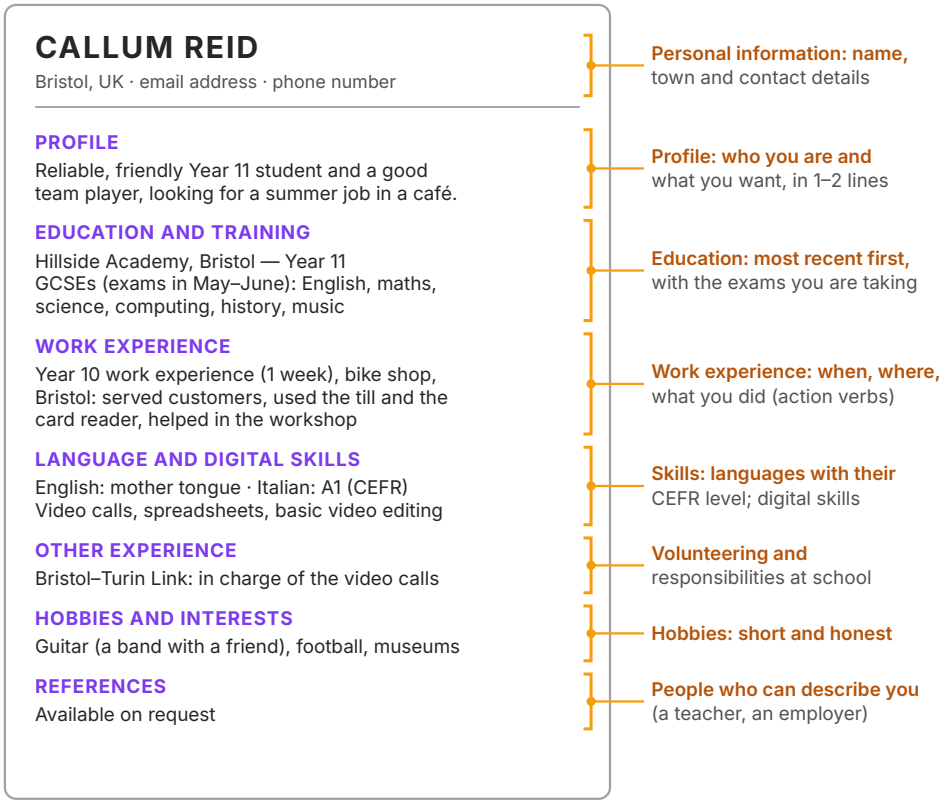


Figura 5.3 Callum's CV (left) and how it is organised (right). The sections are in a fixed order, with the most recent education and experience first; each line is short, and the work experience uses action verbs (*served, used, helped*).

Checklist. (1) The closing matches the greeting; (2) paragraph 1 names the job; (3) you give evidence for your skills and say when you are available; (4) no contractions or informal words; (5) your CV is attached, with clear headings.

Your task. Choose a summer job (the museum café, a sports camp, a bookshop) and write a formal email of application (120–150 words) and the headings of your CV.

5.6 Culture: After 16

At sixteen, students in the UK and Ireland face their first big choice: which subjects to keep, where to study, whether to start working. Figura 5.4 compares the main paths in England and Italy.

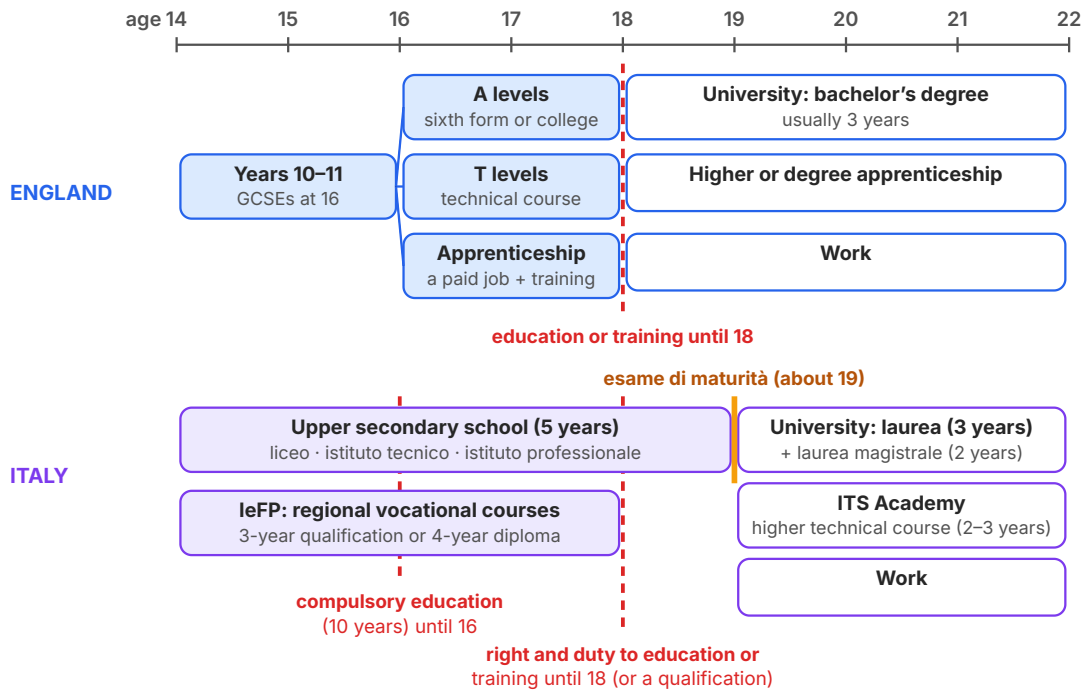


Figura 5.4 Education pathways after 16 in England (top) and Italy (bottom), with ages. In England young people must stay in education or training until 18; in Italy education is compulsory for ten years (until 16), and young people have the right and the duty to stay in education or training until 18 or until they get a qualification.

5.6.1 England: in education or training until 18

In England students can leave school after their GCSEs, at the end of Year 11 — but not education: until 18 they must stay in full-time education (a school sixth form or a college), start an apprenticeship, or work or volunteer for at least 20 hours a week while studying part-time. Most choose **A levels**: usually three subjects for two years, with exams at the end (Josh is doing maths, physics and computer science). Since 2020 there are also **T levels**: two-year technical courses, broadly equivalent in size to three A levels, with an industry placement of at least 315 hours, about 45 days.

For university, students apply through **UCAS**, the Universities and Colleges Admissions Service: up to five courses and one personal statement (since 2025, answers to three set questions). Universities often answer with a **conditional offer**, a place that depends on the final grades. A bachelor's degree in England usually takes three years.

5.6.2 Scotland, Ireland and the United States

Scotland has its own system: students usually take **Highers** at 16–17, often four or five in one year, and a Scottish degree usually takes four years. In the **Republic of Ireland**, after the three-year Junior Cycle, many students do Transition Year, like Aoife, and then the two-year **Leaving Certificate**, whose results become points for college places through the CAO (Central Applications Office). In the **United States**, high school runs from grade 9 to grade 12 and ends with a high school diploma at 17 or 18; then students go to a four-year college or university, or to a **community college**, a local college with cheaper two-year courses, from which many transfer to a four-year college.

Compare with Italy

In Italy education is compulsory for ten years, from 6 to 16 (law 296/2006), and young people have the right and the duty to stay in education or training until 18, or until they get a qualification of at least three years. Most students spend five years at a *liceo*, an *istituto tecnico* or an *istituto professionale*, ending at about 19 with the *esame di maturità*. In the last three years they also do *formazione scuola-lavoro* (called PCTO until 2025): a little like Aoife's work experience.

Discuss. English students choose three subjects at sixteen; Italian students keep many until nineteen. Which system would you prefer, and why? Would a Transition Year be a good idea in Italy?

SINTESI

- Jobs: *I'm **a** nurse; I work as / in / for…*; qualities: *reliable, organised, a team player, flexible*.
- *job* is countable (*a job*); *work* is uncountable (**✗** *a work*) and also the place (*at work*).
- Work words: *application, CV, interview, salary / wage, full-time / part-time, shift, apprenticeship, work experience, employer / employee*.
- Job nouns: *-er* (*employer*), *-or* (*actor*), *-ist* (*scientist*), *-ian* (*electrician*, stress on *-TRI-*).
- Future continuous, *will be* + *-ing*: an action in progress at a future time (*At 10.30 I'll be sitting my exam*); *will* + base form for a complete event.
- *make* + object + base form (obligation), *let* + object + base form (permission): no *to*; *let – let – let*.
- *be allowed to* for permission and rules; *let* has no passive (**✓** *I was allowed to*); passive *be made **to** do*.
- *had better* (*'d better*) + base form, negative *had better not*: strong advice for now or soon, stronger than *should*.
- Interviews: formal register, clarification (*Could you repeat that? What do you mean by…?*), paraphrasing.
- Formal email: *Dear Sir or Madam … Yours faithfully*; *Dear Ms Patel … Yours sincerely*; no contractions.
- After 16: England — education or training until 18, A levels, T levels, apprenticeships, UCAS; Scotland — Highers; Ireland — Leaving Certificate; US — high school diploma, community college; Italy — *esame di maturità*.

ESERCIZI

Vocabulary

1. ● Match the jobs (1–6) with what they do (a–f). 1 receptionist · 2 electrician · 3 accountant · 4 care worker · 5 software developer · 6 journalist — a fits and repairs electrical systems · b writes and tests computer programs · c helps elderly people with daily life · d answers the phone and welcomes visitors · e writes or broadcasts the news · f keeps and checks a company's financial records

2. ● I'm looking for a part-time _____ for the summer.

   A. work
   B. job
   C. career
   D. employ

3. ● Helen works night _____ at the hospital, so she sleeps during the day.

   A. salaries
   B. interviews
   C. careers
   D. shifts

4. ●● Make job nouns with *-er*, *-or*, *-ist* or *-ian*. a act → _____ b science → _____ c electric → _____ d employ → _____ e translate → _____ f music → _____ g journal → _____ h library → _____

5. ●● Complete the sentences with the words in the box: *reliable* · *apprenticeship* · *salary* · *part-time* · *interview* · *CV*. a I've got a job _____ on Monday — I'm so nervous! b Josh's friend didn't go to university: he's doing an _____ with an engineering company. c Send your _____ and a short email to the manager. d She's very _____ : she never misses a deadline. e Most students who work do _____ jobs at weekends. f A nurse's _____ is paid every month.

6. ●● *job* or *work*? Complete with *a job*, *job* or *work*. a Mum goes to _____ by bus. b I've got too much _____ today: I can't come out. c Callum has found _____ at a museum café. d My uncle lost his _____ last year. e Is there any _____ for students in the summer? f Well done — you did a great _____ !

7. ●● Odd one out. Which word does not belong? Say why. a reliable · organised · flexible · salary · b employer · employee · interview · trainee · c nurse · scientist · journalist · laboratory · d CV · application · interview · lab coat

Grammar

8. ● Complete with the future continuous of the verbs in brackets. a This time tomorrow we _____ (fly) to Dublin. b Don't phone at eight: I _____ (have) dinner. c Next year Josh _____ (study) computer science. d _____ you _____ (work) at the café in August? e I _____ (not / use) the laptop tonight, so you can have it. f At 10.30 Aoife _____ (sit) in her chemistry lesson.

9. ● Don't come at nine — we _____ our maths test then.

   A. 'll be doing
   B. 'll do
   C. were doing
   D. do

10. ● My parents don't _____ me stay out after ten on school nights.

A. allow
B. let
C. make
D. allowed

11. ● It's starting to rain. You _____ take an umbrella.

A. would better
B. 'd better to
C. 'd better
D. had better not

12. ● We _____ use our phones in the laboratory. It's a rule.

A. don't let
B. aren't allowed to
C. didn't make
D. hadn't better

13. ●● Future continuous or *will* + base form? Choose the correct form. a The interview *will start / will be starting* at 3.00. b At 3.30 Callum *will answer / will be answering* questions. c I'm sure you *'ll get / 'll be getting* the job! d This time next month we *'ll lie / 'll be lying* on a beach. e I know! I *'ll call / 'll be calling* Aoife now. f In ten years' time, Giulia *will work / will be working* as a scientist.

14. ●● Complete with the correct form of *make*, *let* or *be allowed to*. a When I was little, my mum _____ me eat vegetables every day. I hated it! b Dr Keane _____ Aoife use the microscope on Tuesday. c In the lab you _____ eat or drink. d Will you _____ me borrow your bike? e Students _____ wear trainers at our school, only black shoes. f At the end of the shift the manager _____ us clean all the tables.

15. ●● Rewrite the sentences with the word in capitals. a The skipper didn't give Aoife permission to drive the boat. (LET) b The teacher forced us to write the essay again. (MADE) c We can't leave the school at lunchtime. (ALLOWED) d They let Callum serve customers. (ALLOWED) e They made the workers wear helmets. (WERE)

16. ●● Give strong advice with *'d better* or *'d better not*. a Your interview is at 9.00 and it's 8.40. b The museum is closed on Mondays and your friend wants to go on Monday. c It's very cold on the boat. d Your phone battery is almost empty and you need it for the bus ticket. e You have a test tomorrow and you want to stay up until 2 a.m.

17. ●● Find the mistakes and correct them. a ✗ She made me to clean the kitchen. b ✗ I was let to go home early. c ✗ You had better to ask the manager. d ✗ This time tomorrow I will sit on the plane. e ✗ My parents don't let me to go to concerts. f ✗ We are not allow to wear jeans at work.

18. ●●● Translate into English. a Domani a quest'ora starò lavorando al bar del museo. b I miei genitori non mi lasciano usare il telefono a cena. c Faresti meglio a non arrivare in ritardo al colloquio.

Reading and Listening

19. ● Read Aoife's diary again. True (T), false (F) or doesn't say (DS)? a The Sea Centre is in the centre of Galway. b Dr Keane has worked at the centre for twelve years. c The water near the mouth of the Corrib is saltier. d A child was hurt by a crab. e Aoife drove the research boat. f Aoife's report will go on the centre's website.

20. ●● Answer the questions about the diary. a What two rules does Aoife mention on Monday? b What did Aoife do with the water samples? c Why did she have to fill in a form? d Why did the skipper give her advice? e How has the week changed Aoife's plans?

21. ●● Listening 1 (Tabella 5.8). How does Callum solve the problem of the word he can't remember?

A. He says it in Italian.
B. He asks Ms Patel to repeat the question.
C. He describes the object, and Ms Patel gives him the word.
D. He stops talking and changes the subject.

22. ●● Listening 2 (Tabella 5.9). Complete the sentences about Josh. a He has applied for _____ courses and has got _____ offers. b He wants to study _____. c To get a place, he needs _____ in his A levels. d In his first year he will be living in a _____. e Sam isn't _____ to use Josh's room.

23. ●●● Look again at the job advert (Figura 5.2). Write 3–4 sentences: how does the advert try to attract young people, and which information would you want before applying?

Writing and Speaking

24. ●● Complete the sentences about yourself. a This time next year I'll be… b At home my parents make me… c My parents let me… but they don't let me… d At school we aren't allowed to… e Before an important test I'd better…

25. ●● Write a formal email of application (120–150 words) for a summer job as a sports assistant at a holiday camp for children. Follow the model in the Writing section and the checklist; say when you will be available.

26. ●●● Speaking. Work in pairs: a job interview for the museum café. Student A is Ms Patel; Student B is a candidate. A asks: *Could you tell me about yourself? Why would you like this job? What skills could you bring? Will you be going away in the summer?* B answers in a formal register, asks for clarification once, and asks one question at the end. Then swap.

Towards B1

27. ●● Multiple-choice cloze. Choose the correct word (A, B, C or D) for each gap. *Last summer I got my first (1) ___ at a café near the beach. The manager was quite strict. She (2) ___ us wear a white shirt and a cap, and we weren't (3) ___ to sit down when there were customers. But she was kind, too: she always (4) ___ us have a free ice cream at the end of the day. I worked three (5) ___ a week, so I still had time for my friends. This summer I (6) ___ working there again — I can't wait!* 1 A work B job C career D employ · 2 A let B allowed C made D got · 3 A let B allowed C made D had · 4 A let B made C allowed D said · 5 A works B salaries C shifts D wages · 6 A 'll be B 'd better C 'm going D was

28. ●● Open cloze. Write ONE word in each gap. *Do you want to earn some money this summer? You'd (1) ___ hurry: we only have three places left! We're looking (2) ___ young people who are reliable and good (3) ___ people. You don't need any experience, because we (4) ___ give you full training. Send your CV and a short email to the manager. We look forward to (5) ___ from you. This time next month you could (6) ___ working with us!*

29. ●●● Sentence transformation. Complete the second sentence so that it means the same as the first. Use between two and five words, including the word in capitals. a The manager didn't permit us to use our phones. (LET) The manager _____ our phones. b I think it's important for you to see a doctor. (BETTER) You _____ a doctor. c The teacher forced them to stay after school. (WERE) They _____ after school. d My sister and I will be in the middle of our exams at this time next week. (DOING) This time next week my sister and I _____ our exams. e They gave Callum permission to leave early. (ALLOWED) Callum _____ early.

30. ●● Short message. You have a job interview tomorrow at the same time as your English lesson. Write a message to your English teacher (35–45 words): explain why you won't be at the lesson, say what you will be doing at that time, and ask what homework you should do.

31. ●●● Article. Your school magazine is asking for articles with the title *My life ten years from now*. Write about 100 words: where will you be living, what will you be doing, and what job do you hope to have? Give reasons.

PER APPROFONDIRE

- SWA
- EGU
- RED
- OAL

Glossario del capitolo

A levels
esami di fine scuola superiore in Inghilterra (a 18 anni) — two-year courses, usually in three subjects

Apprenticeship
apprendistato — a job with training, where you learn a trade while you earn

Conditional offer
offerta (di ammissione) condizionata — a university place that depends on your exam results

CV (AmE résumé)
curriculum vitae — a short document with your education, experience and skills

Employer / employee
datore di lavoro / dipendente — the person or company that gives work / the person who works for them

Full-time / part-time
a tempo pieno / a tempo parziale — for all / only some of the normal working hours

Future continuous
futuro progressivo — will be + -ing: *This time tomorrow I'll be flying.*

Had better
faresti meglio a, è meglio che — strong advice + base form: *You'd better hurry.*

Interview
colloquio (di lavoro) — a formal meeting where an employer asks you questions

Job / work
lavoro (posto) / lavoro (attività) — a job (countable); *work* (uncountable): ✗ *a work*

Let somebody do
lasciare / permettere a qualcuno di fare — They let me help. (no *to*; no passive)

Make somebody do
costringere qualcuno a fare, far fare — She made me read the rules. (no *to*)

Paraphrase
parafrasare; parafrasi — say something in other words: *the machine where you keep the money*

Reliable
affidabile — people can trust you to do what you promise

Salary / wage
stipendio / paga — money for a job, paid every month / often by the hour or the week

Shift
turno — a period of work: *a night shift*

Team player
persona che sa lavorare in squadra — somebody who works well with other people

Work experience
esperienza di lavoro (per studenti), stage — a short period working for an employer to learn about a job

Workplace
posto di lavoro — the place where you do your job: *an office, a hospital, a kitchen*

Soluzioni

1. 1 d · 2 a · 3 f · 4 c · 5 b · 6 e

2. B — *job* is countable: *a part-time job* (✗ *a part-time work*)

3. D — *shifts* = periods of work

4. a actor · b scientist · c electrician · d employer · e translator · f musician · g journalist · h librarian

5. a interview · b apprenticeship · c CV · d reliable · e part-time · f salary

6. a work · b work · c a job (also *work*) · d job · e work · f job

7. a *salary* (a noun; the others are personal qualities) · b *interview* (not a person) · c *laboratory* (a workplace, not a job) · d *lab coat* (clothing, not part of applying for a job)

8. a 'll (will) be flying · b 'll (will) be having · c will be studying · d Will … be working · e won't (will not) be using · f will be sitting

9. A — an action in progress at a future time

10. B — *let* + object + base form (*allow* would need *to*: *allow me to stay*)

11. C — *had better* + base form, no *to*

12. B — a rule: *be allowed to*

13. a will start (a complete event at a time) · b will be answering (in progress at 3.30) · c 'll get (a prediction) · d 'll be lying (in progress at a future time) · e 'll call (a decision made now) · f will be working (in progress over a future period; will work is also acceptable as a simple prediction)

14. a made · b let (allowed … to: *allowed Aoife to use*) · c aren't (are not) allowed to · d let · e aren't allowed to · f made

15. a The skipper didn't let Aoife drive the boat. · b The teacher made us write the essay again. · c We aren't allowed to leave the school at lunchtime. · d Callum was allowed to serve customers. · e The workers were made to wear helmets.

16. Possible answers: a You'd better take a taxi / hurry. · b You'd better not go on Monday. / You'd better go on another day. · c You'd better put on a warm jumper. · d You'd better charge it now. · e You'd better not stay up so late.

17. a made me clean · b I was allowed to go home early (or: They let me go home early) · c had better ask · d will be sitting · e let me go · f are not allowed to

18. a This time tomorrow I'll be working at the museum café. · b My parents don't let me use my phone at dinner. (also: I'm not allowed to use…) · c You'd better not be late for the interview. (also: arrive late at)

19. a F (on the coast, twenty minutes from Galway by bus) · b T · c F (it is less salty) · d F (nobody was hurt) · e F (they wouldn't let her) · f T (Dr Keane said it was good enough for the website)

20. a You aren't allowed to go into the laboratory without a lab coat; nobody is allowed to go out on the boat alone. · b She typed the numbers (temperature and saltiness) into the computer and checked them. · c Because a boy put his arm into the rock pool and a crab nearly caught his finger. · d Because her jacket was thin and it was going to be freezing on the boat. · e Before, she had no idea; now she is thinking about marine science.

21. C — he paraphrases (*the little machine where customers put their bank card*), and Ms Patel says *a card reader*.

22. a five · three · b computer science · c the right grades (an A and two Bs at the university he likes best) · d hall of residence · e allowed

23. Model answer: *The advert speaks directly to the reader with a question and an imperative ("Join our*

friendly café team!"), and it uses friendly words like "a smile". It says that no experience is needed and offers a free lunch and a discount, which are attractive for students. But it doesn't give the exact hours or the pay in pounds, so I would ask about them before applying.

24. Open. Model: a This time next year I'll be studying for my exams. · b At home my parents make me tidy my room every Saturday. · c My parents let me go out on Saturday evenings, but they don't let me stay out after eleven. · d At school we aren't allowed to use our phones in lessons. · e Before an important test I'd better go to bed early.

25. Model answer: *Dear Sir or Madam, I am writing to apply for the position of sports assistant at your summer camp, which I saw advertised on your website. I attach my CV. I am sixteen and I am in my second year at a liceo scientifico in Turin. I will be available from 1 July to 20 July. I play volleyball for a local team, and every Saturday I help the coach of the under-10s, so I have experience of working with children. I am patient, reliable and I enjoy working in a team. I also have a first-aid certificate. I would be grateful for the opportunity to discuss my application at an interview. I look forward to hearing from you. Yours faithfully, Giulia Ferraro* (≈ 125 words) Check: *Dear Sir or Madam* + *Yours faithfully*, no contractions, evidence for each skill.

26. Model: *A: Could you tell me a little about yourself? B: Certainly. I'm sixteen and I'm in my second year of liceo in Turin. A: Why would you like to work here? B: I love history and I enjoy meeting people. A: Have you ever worked on a till? B: Sorry, what do you mean by "till"? A: The machine where you keep the money. B: Oh, I see. No, but I learn quickly. A: Will you be going away in the summer? B: Yes, I'll be visiting my grandparents in August. What will I be doing on my first day?* Check: formal register, a clarification question, the future continuous.

27. 1 B job · 2 C made · 3 B allowed · 4 A let · 5 C shifts · 6 A 'll be

28. 1 better · 2 for · 3 with · 4 will ('ll; also *can*) · 5 hearing · 6 be

29. a didn't let us use · b 'd (had) better see · c were made to stay · d will be doing · e was allowed to leave

30. Model answer: *Dear Ms Rossi, I'm sorry, but I won't be at tomorrow's English lesson. I have a job interview for a summer job, so at ten o'clock I'll be talking to the manager of a bookshop. What homework should I do? Thank you!* (≈ 43 words)

31. Model answer: *Ten years from now I'll be twenty-six. I hope I'll be living in a big city, maybe Milan or London, because I love busy places. I'll probably be working as an engineer, designing bridges or trains: I'm good at maths and physics, and I like seeing how things are made. In my free time I'll be playing the guitar in a band — some things never change! I don't know if all this will happen, but my teacher says that many of us will be doing jobs that don't exist yet. That sounds exciting to me.* (≈ 100 words) Check: future continuous for actions in progress, *will* for predictions, reasons.