

3.2 Faking it?

GOALS ■ Talk about work skills ■ Talk about obligation, permission and possibility

Vocabulary & Reading work skills

- 1 Work with a partner. Look at the two jobs in the photos and decide what skills, apart from cooking skills, are needed for each job.



- 2 Work with a partner. Read the newspaper review of a recent television programme and discuss these questions.

- 1 Did the participant succeed in his challenge?
- 2 What difficulties did he face?

- 3 Would you enjoy learning to do something completely new in four weeks? Why/Why not? Discuss with a partner.

- 4 Look at the list of skills below (1–13).

- | | |
|----------------------------------|--------------------|
| 1 being a good leader | 8 solving problems |
| 2 being confident in yourself | 9 being reliable |
| 3 making decisions | 10 managing a team |
| 4 managing (tight) schedules | 11 multitasking |
| 5 persuading people to do things | 12 setting goals |
| 6 taking responsibility | 13 working hard |
| 7 working well under pressure | |

Which skill(s) is/are about ...?

- | | |
|-----------------------------|-----------------------|
| • working with other people | • being a good boss |
| • managing limited time | • being a good worker |
| • using your intelligence | |

Some skills can be in more than one category.

- 5 Work in small groups. Decide together which skills Ed needed for both jobs. Give reasons for your choices.

Sunday, 20 April

Review

Last night's TV

The best thing on TV last night was *Faking It*. It takes someone with no experience in a particular job and sends them to live and train with an expert for four weeks. They then have to take part in a contest against professionals, and a panel of expert judges decides which participant is the 'faker'. At the beginning of the programme, we met Ed working in a fast food van in all weathers, selling chips and burgers. In this job he didn't need to do much apart from arrive at work on time and be reasonably pleasant to people. All this changed as he had to learn how *not* to be pleasant to people as a head chef in a top London restaurant.

According to Ed's teacher, one of London's top chefs, to succeed as a chef you must have a passion for food, the ability to run a team, confidence, work to very precise times, and be able to cook.

So, could Ed cook? He explained his technique was to 'wait until the burger went brown on both sides'; ¹ *he didn't have to do much more*. To test his skills, his teacher asked him to cook the food in his fridge, ² *telling Ed he could prepare it any way he wanted*. The results were not good. Even the vegetables were overcooked, as Ed didn't realize that ³ *he didn't need to boil carrots for an hour or more*.

But Ed's biggest problem was that he hated telling people what to do. As the top chef explained to Ed, ⁴ *'he couldn't be a head chef and be nice'*. Ed was shocked to realize that ⁵ *he couldn't say please and thank you all the time* if he wanted the team to respect him. ⁶ *He also had to learn how to walk and stand more confidently*.

Amazingly, after four weeks of hard work and quite a few problems, none of the judges realized that Ed was a complete beginner. In fact, one offered him a job as a chef.



Grammar & Speaking obligation, permission and possibility

6 Read the information in the Grammar focus box. Look at phrases 1–6 in the review on page 28 and match them to rules a–f in the box.

GRAMMAR FOCUS obligation, permission and possibility

Present

- If something is necessary or obligatory, we use **must** when talking about the feelings and wishes of the speaker, and **have to** to talk about obligations that come from someone or somewhere else.
- If it is necessary or obligatory NOT to do something, we use **mustn't**, and **don't have to/don't need to** if it isn't necessary or obligatory.

Past

- If something was necessary/obligatory, we use **had to**.

a _____

We can't use 'must' with this meaning in the past.

- If something wasn't necessary, we use **didn't have to/didn't need to**.

b _____

c _____

permission and possibility – *could/couldn't*

Present

We use **can/can't** if something is/isn't allowed or possible.

Past

If something was/wasn't allowed or possible, we use **could/couldn't**.

d _____

e _____

f _____

→ Grammar Reference page 141

7a Complete the text which compares Ed's old job with his new one, using the verbs from the Grammar focus box. Sometimes more than one answer is possible.

When he was working in the burger van, Ed
 1 _____ be reliable and turn up
 for work on time. He also 2 _____
 be polite to the customers. However, he 3 _____
 take much responsibility as his boss dealt with the
 money. He 4 _____ get up early because
 the van opened at 11 a.m. When he wanted to, he 5 _____
 even take a day off work.

Now that he's training to be a chef, it's very different.
 He 6 _____ manage a team, even
 though he finds it difficult to tell people what to
 do. It's also a very high-pressure job, so he
 7 _____ work to tight deadlines.
 However, he 8 _____ work outside
 any more, and he 9 _____ take home really
 nice food when the restaurant has closed.

b 3.5))) Listen and check your answers.

8 Work with a partner. Student A, turn to page 127. Student B, turn to page 133.

9a Make a list of six work skills you feel you possess.

b How did you acquire these skills? For example:



Make similar notes about each of the skills you chose.

c **TASK** Work with a partner. Ask each other these questions.

- What are your three most important skills?
- What three positive things would your last boss/team colleagues/friends say about you?

Give full and convincing answers, with reasons and examples.

▶ VOX POPS VIDEO 3

