

# THE CHANGING WORLD OF WORK

## OVERVIEW

In this unit, you are going to reflect and discuss about the main changes in the world of work as well as the impacts of AI in our lives, careers and education. You will also discuss the growing needs to reinvent yourself to cope with a world that is getting more hectic and fast moving.

## LANGUAGE FOCUS

- Past perfect
- Adverbs

## LOOK AROUND

1. Explore the images and answer:

- a) Do you recognize the jobs/professions?
- b) What is similar/different about them?
- c) What do you think makes a job/profession “die” or “survive”? Share your ideas with a classmate.



2. Study the cartoon below: how do you relate it to the discussion in activity 1?



3. Work in groups and discuss:

- a) How did you choose your career? Was it your first option?
- b) What about your job/work experience? Talk about them.
- c) How do you see the future of your career?

## LOOK AROUND

4. Observe the ads quickly and discuss:

- a) Which of the abilities and requirements are old fashioned and current? Explain.
- b) Which abilities do you think are necessary for your job career today? And in the future?

**CLERK/TYPIST** with 6/12 months' experience required for office in Harold's Cross. Applicants should have Leaving Certificate and certificates in shorthand (100 w.p.m.) and typewriting (45 w.p.m.). Salary scale commencing at £439 per annum. 3 weeks leave. Apply in own handwriting to Box PT 598.

**YOUNG LADIES** required by clothes manufacturers for showrooms and sales staff, 20-35. Good appearance and manner. Also required, part-time demonstrators for curtains for Dublin and provinces. Box B 6983.

### LOOK CRITICALLY

How can appearance, age and experience influence on employability today and the future?

## JOB OPPORTUNITY

### ADMINISTRATIVE ASSISTANT (MALE)

**Responsibilities:**

- To comply with the necessary procedures and controls for the duties and activities within the office including drafting letters emails, Call handling, preparation of correspondences with locals as well as foreigners.

**Requirements:**

- Must have a university degree
- Good command of English Language (Reading / Writing)
- High achiever in IELTS or TOEFL will be preferred
- Computer Literate, well versed in MS Office and drafting business Letters/emails.
- Age not more than 45

Email your CV alongwith Photograph: [careerfuture786@gmail.com](mailto:careerfuture786@gmail.com)  
only shortlisted candidate will be contacted

## LOOK CLOSER

### WATCHING

1. You are going to watch part of a talk on the future of Education, delivered by Professor Yuval Harari. In this fragment, he talks about algorithms, jobs in the future and learning. Before you watch, discuss in groups: what is the relationship between these items?



**The future of education Yuval Noah Harari and Russell Brand** - Penguin Talks

#### CULTURAL NOTE



**Yuval Noah Harari** is an Israeli historian and a tenured professor in the Department of History at the Hebrew University of Jerusalem. He is the author

of the international bestsellers *Sapiens: A Brief History of Humankind* (2014) and *Homo Deus: A Brief History of Tomorrow* (2015). His writings examine concepts of free will, consciousness and definitions of intelligence.

(From <https://www.optimize.me/authors/yuval-noah-harari/> Accessed on March 14, 2019)

2. Watch the video. Are any of your ideas in activity 1 mentioned in the video?

3. Watch again and answer the questions below.

- a) What does Yuval Harari mean by hacking a human being?
- b) What examples does he give to be able to do it?
- c) What will algorithms be able to do in the future?
- d) What do algorithms need to know in order to replace human beings in certain jobs?
- e) What do we need to do in order to remain relevant? How often does it need to be done?
- f) What is the main obstacle?
- g) What is the main goal of the 21st century as far as education is concerned?

#### LOOK CRITICALLY

How can you cope with the world described by Harari?

What can you do to reinvent yourself?

## LOOK CLOSER

### LANGUAGE STUDY

1. Read these excerpts taken from the fragment you watched. Analyze the words in bold and answer the questions in pairs.

- I "(...) but we're **actually** entering the era (...)" II "(...) the algorithms will not need to know you **perfectly** (...)"  
 III "They will **just** need to know you a little better (...)" IV "It was only when I was 21 that I **finally** realized (...)"  
 V "**Often**, people don't know the most important things about themselves (...)"

- What role do the words in bold play in the sentences?
- What grammatical category are they?
- How are they formed in English?

#### LANGUAGE TIP

Remember that adverbs of frequency have different positions in sentences. Have a look:

- I **always** visit my parents on the weekend.
- Mariana **doesn't often** come to São Paulo on Fridays. The traffic is very heavy.
- I'm **never** late for class.

2. Study the explanation below to learn more about the use of adverbs in English.

#### USE AND FORM: ADVERBS

- Not all the adverbs end in -ly. Some adverbs have an irregular form, eg good –*well*. Some others have the same form as the adjectives, like the ones below: early, fast, hard, high, late, low, right, wrong.
- Be careful with **hard** and **hardly**, since they are often confused. *Hardly* means "almost not". *Hard* is an adverb form meaning "using a lot of energy". Study the examples:

*I can **hardly** hear you. / Is she working **hard**?*

#### Intensifiers

Adverbs like **very, really, extremely** are used to make adjectives or adverbs stronger. For example:

- I think this is an extremely nice city.
- He is a really good student.

The adverb **too** "more than necessary"; **very** means "a lot":

- I am **too tired**. *I can't work any more.*
- I am **very tired**. *But I can still go to the cinema with you.*

3. Decide whether the underlined words are functioning as adjectives or adverbs.

- Some people think modern paintings are difficult.
- They find them confusing because they are not pictures.
- Yet you can see some lovely pictures in the museums.
- Some people say that some modern paintings could easily be painted by a child.
- Still, if the work seems interesting then it is worth looking at.

4. Complete the sentences with an adverb formed from the adjective in brackets.

- The movie starts rather (slow) \_\_\_\_\_ with some people watching TV at home.
- As you have already predicted, the main characters live (happy) \_\_\_\_\_ forever and ever.
- This book is (beautiful) \_\_\_\_\_ written, but the end is extremely disappointing.
- You can notice that she tries (hard) \_\_\_\_\_ to play the piano, however her performance is not adequate.
- He pronounced my name (wrong) \_\_\_\_\_.

## READING

1. Read an article about someone who reinvented his/her career.  
What motivated the career changing?

### How I Reinvented My Career (And Myself)

January 31, 2018 by Maria Stenvinkel 22 Comments

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." – Albert Einstein*

*Imagine this... You worked really hard to achieve success. You got top grades, landed a prestigious job, and eventually got everything you'd always wanted career-wise.*

*Except for one thing... you weren't happy.*

*A while back, I coached an amazing woman named Sara. She reached out to me and without spilling time she asked, "hi, can you coach me?" So I did. Today, I invited her to the blog to share her story of how she reinvented, not only her career – but herself.*

*(...)*

*I leave it over to you Sara...*

### Reinventing myself and my career

I always had big dreams.

Travel the world. Move to a big city. Study at a top university. Get a prestigious job title. Earn a lot of money. Buy a beautiful house and a fancy car. But also, of course, help people and save the world.

Well, as you can see my plans were pretty huge. From what I figured, success seemed to be connected to fame, money and fancy job titles. So that became my aim – to obtain those things. (...)

Eventually, I had several degrees, even a PhD, and was working with pharmaceutical research at different companies in Europe. I got to travel, spend time in other offices and to lead projects that aimed at changing people's health.

Sounds great on paper, doesn't it?

The only problem was this: on the inside, I was screaming.

From there it just escalated. Eventually, I had to take sleeping pills and antidepressants to function. Basically, I had to take medication in order to develop new medication.

I mean, how SURREALISTIC is that?

I was treating myself to *shut off* my feelings to be able to function in a world I did not belong to. As you might have figured, I was *not* happy.

And there it was: HAPPINESS. I had focused on so many things, *except* being happy. I didn't even know how to be happy, or where to begin. (Even though that was the reason I did all of the other things in the first place). But instead, I was too busy getting good grades, achieving my goals, and reaching for "success".

One day, I couldn't take it anymore...

It was the day when I started to kick my washing machine, screaming "*I needed help!!*".

That was 2 years ago.

**The Starting Point of Crafting the Life I Desire**

From there it was a rocky road. I wanted to move forward and create my new life. But, at the same time, I was afraid to leave my “old” life behind. After all, it was all I knew.

I was not prepared to change everything at once. This created even more frustration and negative self-talk.

To move forward, I started to take small steps. For example, I removed one thing from my to-do-list that I did not like, such as boring meetings I didn’t have to attend and added another thing that I really enjoyed doing, like attending a webinar on an interesting and relevant subject. I also connected with different people, especially people that gave me a lot of positive energy.

After one year, I started to feel like myself again. I was moving in the right direction, feeling excited again.

**Changing Course and Redefining Success**

It took me almost two years to come back to myself. To sort out my feelings, my beliefs and get clear on what makes me happy. In the process, I also redefined what success means to me.

Real success to me is waking up every morning feeling excited and to be able to control and plan my own time. To work with innovation in creative environments, meet enthusiastic people, read and write while helping/inspiring people on a deeper level. And at the same time balancing this with my spare time, personal growth and hobbies. And sleep, I fucking need to sleep! Haha!

This is success to me! (...)

In short, I’m saying NO to what is not me and YES to what I really want.

**Laying the Foundation for True Happiness and Success**

Here are my three best tips for a successful and happy life:

1. Listen to yourself and your feelings
2. Set up your own rules
3. Define and create your own success.

(Available at: <https://medium.com/the-mission/how-i-reinvented-my-career-and-myself-aff524295a31> Accessed on: Apr. 23, 2022)

**2. Read the text again and answer the questions.**

- a) What signs showed us that she wasn’t happy after all?
- b) How was the author’s dream fulfilled?
- c) How has the concept of success changed for her?
- d) What’s the relationship between Albert Einstein’s quotation and Sara’s experiences?

**3. What about you? What’s your concept of success and happiness? What would your tip #4 be?**

## LOOK CLOSER

### LANGUAGE STUDY

1. Study these sentences from the text and deduce: in each one, which actions happened first?

You **got** top grades, **landed** a prestigious job, and eventually **got** everything you'd always **wanted** career-wise.

And there it was: HAPPINESS. I **had focused** on so many things, except being happy. I **didn't** even **know** how to be happy, or where to begin.

2. Read the rules below and write **SP** when they refer to the **Simple Past**, **PP** when they refer to the **Past Perfect**, or **B** when they refer to both verb tenses.

- ( ) presents past events in the order in which they occurred
- ( ) refers to things that happened in the past
- ( ) refers to events that happened before/up to a certain time in the past
- ( ) indicates an action which is completed at a definite time in the past
- ( ) is formed by the auxiliary verb **had** + the **past participle** of the main verb

3. Complete the sentences using the correct form of the verb – the **Past Perfect** or the **Simple Past**.

- a) Without any reason, the customer returned the goods that we \_\_\_\_\_ (deliver).
- b) When William was employed, I \_\_\_\_\_ (work / already) here for three years.
- c) I \_\_\_\_\_ (start / just) to write the contract, when the phone rang.
- d) When I \_\_\_\_\_ (send) the mail, I realized that I \_\_\_\_\_ (forget) to attach the file.
- e) Sue and Tom are best friends, though before the meeting last month they \_\_\_\_\_ (know / not even) each other.
- f) Catherine \_\_\_\_\_ (meet / not) Phil Brown before the trade fair in May.

(Adapted from <https://www.ego4u.com/en/business-english/grammar/past-perfect>. Accessed on March 1, 2022)



## LOOK CLOSER

### SPEAKING

1. Read a report of someone's professional experience and discuss with your group: How do you connect their experience to Yuval's point of view?

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2. Individually, read the report again and take notes related to the information below.

- a) Name
  - b) Skills
  - c) Education
  - d) Occupations
    - First intentions
    - Other choices
    - Current job
  - e) Person's own opinion about their current job
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3. Confront your answers with other members of your group and add any missing details.

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4. Get in new groups. Each member has read about a different professional. Use your notes to synthesize and share the information about the person you read.

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5. Now, deduce and discuss with the new group. In your opinion,

- a) Why did those professionals change jobs so many times?
- b) How easy or difficult was the process for them?
- c) How have the different experiences promoted personal growth?

### LOOK CRITICALLY

#### Think and share

To what extent is career/job change a personal choice?

## LOOK BACK AND BEYOND

### WRAPPING UP

1. Watch part of an interview with Michelle Obama. How easy or difficult was it for her to change career?
2. In the interview, Michelle says,

*"Each decade has uncovered something amazing that I would've never imagined, and if I'd stopped looking, I would've missed out on so much. So, I'm still becoming, and I hope all of us know that we're constantly evolving. So this is the story of my journey of becoming."*



**Michelle LaVaughn Robinson Obama**

Considering the discussions you have had in this unit and Michelle Obama's Becoming, discuss in pairs or small groups.

- a) How has your becoming process been?
- b) How have you reinvented yourself until you became who you are today?

## HANDS-ON

### WRAPPING UP

1. Read the quote below and analyze its intention. Now, make a bridge to the future. What would you like to accomplish personally and professionally?
2. Much has been said about using visualization to help materializing a dream. So, on a piece of paper, illustrate your expectancies for the future. Share them with the group.



### CULTURAL NOTE

Clive Staples Lewis (Belfast, November 29, 1898 – Oxford, November 22, 1963), referred to as C. S. Lewis, was an author, essayist and Christian apologist. He is best known for his children's classic series *The Chronicles of Narnia*.

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##### Look closer

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##### Look closer

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