

SECTION A

Getting Started

WORK IN A CHANGING WORLD

A. What jobs do the people in your family do? Compare with other colleagues in your class. When you have finished, think about these questions:

- Which are the most common jobs?
- Which jobs are unusual?
- Which of the jobs do you think are interesting?

B. Different jobs offer different rewards and require different skills and qualifications.



**1. Look at the pictures and identify these jobs. The list below may help you.**

architect	interpreter	fire-fighter	tele-worker
bank cashier	doctor	cook	nurse
photographer	security guard	politician	factory worker
hotel clerk	shop owner	gardener	engineer
police officer	driver	fisherman	journalist
plumber	teacher	waiter	electrician
tour guide	street vendor	secretary	tourist guide

**2. Work in pairs and answer the questions below. Add two answers to each question. You can use each job above more than once.**

Which jobs...

are well paid?	architect, ...
require communication skills?	secretary, ...
allow flexibility in working hours?	street vendor, ...
involve using technology?	secretary, ...
require a university degree?	doctor, ...
are traditionally done by men?	fire-fighter, ...
offer pleasant working conditions?	gardener, ...
may involve working in different places?	engineer, ...
require a uniform?	nurse, ...

**3. Choose one of these jobs and say why you would like to do it.**

## Focus on Reading

A. The title of the text is *Jobs that will Rock the Future*. What does it mean? What might the text be about?

1. Read the text to check your ideas. Then do the tasks that follow.

### Jobs that will Rock the Future

We know where the jobs are now... but where will they be in ten years from now? Twenty? Some job descriptions will remain the same, but many others are evolving to fit the ever-changing course of technology and science. When the future of employment comes, will you be ready? Read on for some ideas of what to expect:

#### A. Nutritionist

\* *obesity = obesidade*

\* *expenditure = despesas*

The United States is dealing with an obesity\* epidemic of epic proportions - it affects 32% of adults over 20, and leads to complications that add up to \$147 billion a year in health care expenditure\*. Something has to be done, and a healthy diet is a great start. In addition to a growing need for nutritionists and dieticians to help combat obesity, there will be an increased need for nutritionists who can work with elderly patients on adjusting their diets to improve health in the face of age-linked conditions such as heart disease and diabetes. If you are interested in food, prepared to be creative in designing meals and a good communicator this will be the job for you!



\* *trend=tendência*

\* *environment = ambiente*

\* *awareness = consciência*

#### B. Ecotourism Travel Guide

Preferred modes of vacation vary from person to person, and there is a new trend\* emerging in the travel world: ecotourism. Defined by the International Ecotourism Society as “responsible travel to natural areas that conserves the environment\* and improves the well-being of local people,” the main emphasis of ecotourism is on building awareness\*, developing cultural sensitivity, and minimising impact on the destinations visited. Many industry experts believe that this kind of holiday travel will be a big growth area in the near future. You will need to be caring about the environment, sociable and show some leadership skills if you are to make a success of this job.

### C. Sustainable Urban Planner

In the future, what kind of homes will we live in? Will we build our communities under the sea? Perhaps we will travel everywhere on public transport and there will be no private cars. If these kinds of issue interest you and you like to work in a team, are self-confident and well-organised you might like to think about a career in planning. Engineers and architects are all working together to build cleaner and greener homes, offices, and vehicles. Sustainable urban planners work hard to solve current spatial problems like excess pollution with innovative ideas, or even build separate communities known as “eco-villages”.



### D. Renewable Energy Technician

We are approaching a new age of energy, and the industry will soon require a heavy influx\* of fresh new faces that reflect that. In the past, industry standards meant that your career consisted mostly of repairing your standard air conditioners, radiators, and electric lines. Soon, however, these tasks will be upgraded to installing solar panels and integrated home climate control centres as everyday consumers continue to embrace a new world of energy. Apart from the obvious technical skills, this job requires flexibility as regards working hours and lots of initiative, since you will often be working autonomously out in the field.

\* influx = entrada



adapted from: <http://www.getdegrees.com/careers/tips/top-60-jobs-that-will-rock-the-future/>

**B. Complete the following table with the information you have just read.**

Type of Job	Job description	Skills / qualities / qualifications	Future aspects
A		<i>Creative, a good communicator, degree in nutrition or dietetics</i>	
B			<i>Tourists will have less environmental impact on the places they visit</i>
C	<i>Building technology solutions for tomorrow's cities</i>		
D	<i>Energy technician</i>		

Don't forget that you are not supposed to write in this space. Copy the exercise into your notebook and do it there.



**C. Look at these sentences from the text.**

Where will they be in ten years from now?  
 Some job descriptions will remain the same...  
 What kind of homes will we live in?

**1. The underlined verbs are in the Future Tense. Find at least 5 more examples of this verb form in the texts. How is this verb tense formed? Look at the examples again to complete the following rule about how we make this verb tense**

The Future Tense is formed with the auxiliary verb 1 and the main verb in the 2 .

*You will find some more useful information about the Future Tense in Grammar Box 1.*

**2. Use the Future Tense to make predictions about jobs in the future. Use the topics in the box to help you.**

work at home	robots and machines	women and work	holidays
work and education	time at work	rewards of work	work and travel

**Focus on Writing**

**A. In this activity you are going to prepare a job description.**

**B. Look at some of the personal qualities people need to do their jobs. Match the qualities on the left with their meanings on the right:**

Quality	Definition
1. autonomous	a. able to be trusted; consistently good in the quality of work produced
2. communicative	b. always on time, both for arriving and for appointments
3. concerned	c. working with lots of energy; working more than the minimum number of hours
4. creative	d. being well-prepared; having everything in the right place and in a systematic order
5. enterprising	e. adapting easily to change, especially when it is unexpected; happy to try new ways of working
6. flexible	f. able to think of new and different or artistic solutions to problems and challenges
7. hard-working	g. enjoy working with other people; needing lots of contact with people at work
8. optimistic	h. knowing your own abilities and qualities; trusting yourself
9. organised	i. seeing the future in a positive way

10. punctual	j. showing lots of initiative; finding and taking new opportunities at work
11. reliable	k. good at talking or writing to others; helping people to understand the message
12. self-confident	l. like to be part of team; to have a specific role and work with others
13. sociable	m. happy to work on your own; make your own decisions and learn how to do things by yourself
14. team-oriented	n. caring about others and the effect of our actions on them and the world around us

**C. Can you add any more personal qualities to this list?**

**D. Select two very different jobs and make a list of the qualities required in people who do these jobs well. Tell your colleague which jobs you chose and ask him/her to guess the qualities on your list for each job.**

**E. Work with a colleague to make a job description. First, you will need to make a list of:**

- A job title
- A description of the main duties and responsibilities
- The qualifications required
- The type of skills people doing the job need
- The personal qualities found in people who do this job.
- The conditions and benefits offered
- The future prospects for someone doing this job.

**F. Write your job description as a paragraph. Read it out to your colleagues without saying the name of the job. Ask them to guess what the job is.**

## Your Experience

### A. Answer these questions:

- What are your hobbies and interests?  
Example: *sports, cooking, chatting to friends, reading...*
- What are you good at?  
Example: *Maths, languages, interacting with people, doing craftwork...*
- What kind of person are you?  
Example: *communicative, creative, concerned ...*
- What qualifications do you think you will get?

### B. Based on your answers to the questions, make two lists:

- The jobs that might be suitable for you
- The jobs you wouldn't like to do

SECTION B

## Getting Started

# A JOB WELL DONE

Below are some factors which can contribute to positive work experiences. In your opinion, which are the most important? Put each one into a category in the table below then compare with your colleagues.

friendly co-workers	holidays	respect
communication	promotion prospects	variety of tasks
health care	stability	team spirit
salary	flexible working	physical workplace
organisation	timetable	autonomy

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



Very important	Important	Not important

## Focus on Listening

A. You are going to listen to an expert talking about the importance of positive working conditions. Listen and choose the correct alternative(s).

1. According to the speaker, conditions at work can affect people's

- a. concentration and memory.
- b. productivity and motivation.
- c. communication and initiative.
- d. health and well-being.

2. Employees should be given the opportunity to

- a. earn more.
- b. work with robots.
- c. have a flexible work schedule.
- d. share ideas in a pleasant atmosphere.

3. Offices should

- a. have a modern design.
- b. offer gym facilities.
- c. be comfortable.
- d. make workers feel at home.

**B. The sentences in the table below were taken from the text you have just listened to. Look at the word in bold in each sentence and match it to its meaning on the right**

a. Our working environment <b>may</b> affect our sense of well-being, health and motivation.	an obligation; something that we have a legal or moral duty to do
b. Employers <b>must</b> ensure that employees work in a positive atmosphere	a very good idea, although not quite an obligation
c. Conditions at work <b>can</b> either maximize or minimize productivity.	the ability or the knowledge to do something
d. Employees <b>should</b> have spaces where they can relax.	a possibility that something will happen

**These words are called modal verbs. They help us to express our attitudes and points of view about the action mentioned in the sentence.**

**C. Look at the charter below. It contains ideas to help build job satisfaction for workers in a factory. Make complete sentences using the modal verbs above.**

*See Grammar Box 2 for more information.*

Example: *employees / work in teams – Employees should work in teams.*

#### JOB SATISFACTION CHARTER

1. *Employees / have greater autonomy and power to make day-to-day decisions.*
2. *Collaboration / be encouraged.*
3. *Workers / participate in decisions affecting production targets.*
4. *Staff who think of a better way of doing things / receive a prize.*
5. *Employers' orders / be followed.*
6. *Suppliers / sign the company's code of conduct.*
7. *Employees / be asked to try different jobs within the factory.*

**D. In pairs select a different workplace – a school, a hotel, a restaurant – and write a job satisfaction charter. Do not forget to use suitable modal verbs.**



## Focus on Reading

**A. Jennifer lives in Ontario, Canada where she works as a dietician. She got her first degree from the University of Western Ontario and then specialised in nutrition at Ryerson University in Toronto for her nutrition degree and now works in a medical clinic. She was interviewed by Amy from the careers department at her old university. Amy wants to encourage students to follow interesting career paths. Read the text and do the tasks that follow.**



**Amy: What made you decide to become a dietician? How did you become a dietician?**

Jennifer: I originally went to university to study business because an influential high school teacher suggested that I had an aptitude for it. After I graduated I was offered a position in a Toronto company that provided software and computer services to the financial industry. The small company I first worked for was taken over twice by larger companies, so that eventually I was working in a large conglomerate with which I became unhappy.

I decided to take a long hard look at what I wanted to do with my life. Two years were spent in reading “inspirational books” and making notes as to what my values and goals were, what I liked about my current job, what I didn’t like, etc. I determined that I liked helping people, that I wanted to give something useful back to the community, and that I had a strong personal interest in fitness and nutrition. So I started doing research on careers in health. It was only then that I discovered the career of dietician.

**Amy: What does a dietician do?**

Jennifer: Registered dietitians are the professionals for food, diet and nutrition information. They are employed by institutions and organisations in many areas: hospitals, long-term care institutions, medical clinics, community health, education facilities, government, food and pharmaceutical industry, food service/catering companies, research facilities, fitness centres, media and public relations.

**Amy: What do you like about your job?**

Jennifer: I have now been practicing dietetics for eight years. For the first seven years I worked in a hospital. Last year, I was invited to start my own private practice at a local medical clinic. I love my job because I get great satisfaction from helping people feel better and improving their health and well being. I like the interaction I have with many different types of people and working with them to help solve problems. I also love nutrition. It is a fascinating subject which requires that I am always current with new research as well as what is going on in the popular press. I was really pleased when one of my own research articles was published recently.

**Amy: What is your least favourite part of the job?**

Jennifer: I had to think long and hard about the least favourite part of the job, and honestly I can't come up with anything. Being in private practice is a challenge because you have to market yourself as well as doing your principal job of counselling, however, I find that interesting too. Also, perhaps the financial rewards of being on your own are less than working for an organization. Now I am paid less by the clinic than I was earning on my own.

**Amy: What advice do you have for someone considering becoming a dietician?**

Jennifer: I would advise people who are considering becoming a dietician to research all aspects of the field before committing to the five-year process of education and training. Depending on what aspect of dietetics you are interested in, different natural strengths will be needed. For example, if you want to do individual counselling you will need to really enjoy listening and talking to people as well as spending a lot of time keeping current on new trends and scientific research. Talk to dieticians who work in different areas to see if you think you would enjoy it.



adapted from <http://www.studyincanada.com/english/careers/interview.asp?Interview=46>

**B. Which of the personal qualities that you looked at in Section A apply to Jennifer? Can you add any to your list?**

**C. Answer these questions in your own words**

1. How many different careers has Jennifer had?
2. Who was influential in helping Jennifer decide about her career path?
3. How long does it take to become a dietician?
4. Does Jennifer recommend this career for everybody? Why/why not?
5. Is she more positive or more negative about her job?

**D. Do you think you would like Jennifer's job? Why / why not?**

**E. Some of the verbs used in the text are in the passive voice:**

Example: *They are employed by institutions and organisations in many areas*  
*Two years were spent in reading "inspirational books"...*  
*... different natural strengths will be needed.*

**Can you find any more examples of the passive in the text? Change the passive sentences into active ones:**

Example: *They are employed by institutions and organisations in many areas*  
*Institutions and organisations in many areas employ them.*

*If you need help with this, refer to Grammar Box 1 in Unit 3.1*

**F. You are going to write a summary of the main things that Jennifer says about job satisfaction.**

**1. Make notes of the main things Jennifer says about liking / not liking her career and her job.** Example: *helping people*

**2. Write sentences reporting what Jennifer said.**  
Example: *She said she liked helping people.*

**3. Organise your ideas into a short text with four paragraphs:**

*You will find useful information about how to report the things people say in Grammar Box 3.*

Paragraph 1	Who is Jennifer? What does she do?
Paragraph 2	What does Jennifer say about liking her career/job?
Paragraph 3	What does Jennifer say about the things she doesn't like?
Paragraph 4	Conclusion: Does she feel positive or negative?

## Your Experience



**A. You are going to make a report about people you know who do the same job. First, make a list of the people in your family, or other people you know, who work and the jobs they do.**

**B. Choose a person /job from your list and then find one or two colleagues who know other people who do the same job.**

**C. Each of you should then interview the person they have chosen. Ask them these questions:**

What do you do in your job? | What do you like / dislike about your job? | What kind of person do you need to be to do your job?

**D. Together give a report on how people feel about this job.**

Example: *Marta, Joana and Artur are all nurses. Marta and Joana said that they loved helping people get better but Artur said that he loved working in a team best.*

**A. Different people have different ideas about starting work. Interview a colleague to find out what he/she thinks. Select three or four questions which you think are interesting or important from the list below and add one or two questions of your own.**

1. What would you find most difficult about starting to work?
2. What would you do with your first salary?
3. What kind of job would you never do?
4. Do you think there any situations in which children should work?
5. Would you like to work for someone in your family?
6. Do you think you would be better at a manual job or an office job?
7. Would you be prepared to work to help pay for your studies?
8. Would you prefer to work in a large company or in a small family business?
9. Which of your personal qualities would be most useful in helping you to get a job?
10. Would you work as a volunteer, without getting paid?
11. What does your mother/father say about his/her job?
12. Would you like to have one job all your life or lots of different jobs?

**B. Report your colleague's opinions to the class.**



## Focus on Reading

A. Read the job advertisement for a travel guide below. Do the tasks that follow.

### CANOPY TOUR GUIDE

With around 30,000 hectares of forests, lakes, streams and wildlife form the backdrop for this world-renowned property which has gained international recognition for its resource management policies and practices. We offer a wide range of attractions and activities permitting visitors to enjoy this unique wilderness\* as well as an extensive and very unique outdoor, environmental and experiential education program.

#### Position Task:

Guide guests on the Canopy Tour (Tree Top Walkway)

#### Responsibilities:

- Provide a safe and exciting experience for our guests;
- Drive a 15-passenger van;
- Interpret different aspects of the natural world;
- Work with a team of dedicated staff\*;
- Assist with the maintenance of the Canopy Tour and related areas;
- Facilitate, teach and lead group activities and programs as needed.

#### Selection Criteria:

- Creative, energetic and able to participate fully in active programs;
- Well-developed communication, presentation and interpretation skills
- Experience in teaching and leading outdoor and group focused activities;
- Ability to work independently in a dynamic environment;
- NOT afraid of heights\*.

#### Qualifications:

- Completed an undergraduate University Degree or College diploma with related field experience;
- Climbing experience is an asset;
- Current first aid\* and CPR\* certificates;
- Second language is an asset.

\* wilderness = paisagem selvagem

\* staff = funcionários

\* afraid of heights = ter medo das alturas

\* first aid = primeiros socorro

\*CPR (Cardiopulmonary Resuscitation) =  
RCP (Reanimação Cardiopulmonar)

adaptated from <http://foes.ca/assets/files/Canopy%20Tour%20Position.pdf>

**B. Answer the following questions about the job advertisement:**

1. Is this an indoor or an outdoor job?
2. Do you need a driving licence?
3. What kind of experience do you need?
4. What kind of qualifications do you need?
5. Is it necessary to speak another language?

**C. The letters below were written by two people applying for the job that you have just read about. You should read either letter A or letter B and then work with a colleague who read the other letter to do the tasks that follow.**

**Letter A**

Dear Sir or Madam,

I am writing to apply for the job as a canopy tour guide.

I have always loved being outside in natural surroundings. I spend a lot of my free time working in the garden and looking after the plants and trees.

I am finishing high school this year and am thinking of a career as a Botanist. Before I go to study at university I would like to get some work experience. As you can see from my enclosed CV, I am an active member of the scout\* movement and I have organised and led a number of summer camps with younger children. This work has involved teaching them about nature and the care that we need to take with the environment. I believe that I was able to successfully transmit my ideas to them and that they benefitted from the experience. As a scout\*, I also had to work closely with a team of other scout\* leaders.

I am currently having lessons to allow me to get my driving licence\*, which means that I would be able to drive the van in the summer.

I hope you will consider me for this job and I would be happy to attend an interview if you think I might be suitable.

Yours sincerely  
Arturo Blaze

\* scout = escuteiro

\* driving license = carta de condução

**Letter B**

Dear Sir or Madam

I saw your advertisement for a canopy tour guide and would like to apply for the position.

I have a degree in Ecotourism studies from Flinders University in Adelaide. For my final year project I designed and implemented a forest trail\* in our local national park. As part of my degree programme, I studied a number of subjects that I think would be important in this job. These included Plant Ecology and Evolution and Biology and Society.

I have a driving licence, although I have not yet driven a van, and I am not at all afraid of heights. I was a member of the university rock-climbing\* club and have climbed mountains all over Southern Australia. Many of these were team climbs in which each climber is jointly responsible for the safety of the whole team.

While I was at school I got my first aid qualification and I also know how to practise CPR in an emergency situation. I now teach first aid to other members of the rock-climbing club.

I think I would be the right person for this job. I am enthusiastic, responsible and hard-working and love to work outdoors. I believe I would make a competent tour guide.

Best wishes  
Fran James

\* forest trail = trilho florestal

\* rock-climbing = escalada

**D. Compare the letter you have chosen to the job advertisement and tick all the selection criteria and qualifications that your candidate possesses.**

**E. Answer as many of the following questions as you can after reading your letter.**

1. Does the writer have a driving licence?
2. What personal qualities does the writer have?
3. Does the writer know how to do first-aid and CPR?
4. What kind of qualifications does the writer have?
5. Does the writer have any relevant work experience?
6. Do you believe the writer would make a good teacher? Why/why not?
7. Does the writer show much interest or passion for the job?

**Now compare your answers with your colleague and build a complete set of answers together.**

**F. Compare your candidate with your colleague's candidate. Discuss which of the two you feel would be better for the job.**

**G. Together, select all the language from the letters that you think might be useful for writing a letter to apply for a job like this one.**

## Your Experience



**Think of a job that you might apply for and then complete 5 of the sentences below in a suitable way. You should focus on your own qualities, skills and qualifications.**

1. I should like to apply for...
2. I saw your advertisement...
3. I have studied....
4. I have some relevant experience. For example,...
5. I am particularly interested in...
6. In the long-term, I hope to...
7. I believe I can offer...
8. I would really like to work for you because...
9. I am available...
10. Please find enclosed...

### Grammar Box 1 – Future Tense with ‘will’

Look at these examples from the unit texts:

Examples:

*there will be an increased need for nutritionists*

*Will we build our communities under the sea?*

Will is used to predict what is likely to happen in the future. Shall is a more formal and emphatic form of will which is generally used with a first-person subject (I / we). It is much less frequently used.

In the negative form will + not = won't

Example:

*In the future, most people won't have the same jobs all their lives.*

### Extra practice

#### 1. Put shall, will or won't, correctly into the sentences.

- Who \_\_\_\_\_ do that job in the 21st century?
- You're saying technology \_\_\_\_\_ shape our future jobs? I'm sure it \_\_\_\_\_.
- I wonder if we \_\_\_\_\_ benefit from this technological change.

#### 2. These sentences are jumbled up. Organise them using the correct future form.

- there to be /for nutritionists / an increased need
- in the next decade / pharmacy technicians /the demand for/rise.
- in hot demand/ home health care aids / be?
- out of style/ not go / that / it's a profession.
- be able/doctors/ to run tests /to predict all manner of conditions?

### Grammar Box 2 – Modal Verbs: Can, Must, Should and May

Modal verbs are used to express our intentions / attitudes / interpretations. They help us express such ideas as probability, obligation, need, habit, permission, ability, etc. We looked at some modal verbs in unit 1.3 and 3.1. Here, we are building on what we already know.

Look at the examples:

*I may or may not get a job as a tele-worker*

= here **may** expresses possibility

*Can you use a computer?*

= here **can** asks about our ability to do something.

*I must remember to tidy up my desk*

= here **must** indicates something we feel obliged to do

*You should do your homework*

= here **should** tells us that it is a good idea to do your homework



The same modal verb can have a number of different meanings, for example:

**Can is used to express:**

**ability or lack of ability:** I can't get everything done on my own.

**possibility / impossibility:** You can't switch to a teleworking system.

**permission:** Can I work from home two days a week?

**Must is used to express**

**obligation:** You must be in bed by eleven o'clock.

**certainty:** You must be tired, you have worked all day.

**prohibition (when in the negative):** You mustn't play football inside the house.

**May is used to express:**

**possibility:** You may find him in the playground or in the gym.

**permission:** May I leave now, please?

**Should is used to express:**

**asking for advice:** Should I spend less time at work?

**good ideas and recommendations:** Everybody should wash their hands before a meal.

**necessity and obligation:** Applicants for this job should be over 21 and have a driving license.

**The grammar of these 'helping' verbs is different from other verbs:**

They are the same for all persons

They don't have different tenses (there are no -s, -ing or -ed forms)

They are followed by a bare infinitive (infinitive without 'to')

Interrogative and negative forms are made without the auxiliary DO.

## Extra practice

Use appropriate modal verbs to complete these sentences. There may be more than one possibility in each case.

Example: *Employees need a place where they can relax,*

1. Your current workspace \_\_\_\_\_ be modern and functional but the atmosphere is not friendly.
2. Conditions at work \_\_\_\_\_ either maximize or minimize productivity.
3. Ideally, a workplace \_\_\_\_\_ have a gym, a masseur and a lounge, because people are not robots and \_\_\_\_\_ be given the opportunity to rest in pleasant surroundings
4. Her company has project rooms where staff \_\_\_\_\_ work in groups if necessary,
5. Semiconductor processors \_\_\_\_\_ wear protective clothing or equipment.
6. Top executives \_\_\_\_\_ travel frequently.
7. You \_\_\_\_\_ wash your hands after using a public bathroom at the office.
8. You \_\_\_\_\_ remove anything from your office without asking permission first.
9. Employers \_\_\_\_\_ stop employees from saying bad things about the company if they are dissatisfied.
10. \_\_\_\_\_ employees have an extra 10 minutes for their lunch break?

## Grammar Box 3 – Direct and Indirect (Reported) Speech

When we want to report something that somebody has said, we need to make some changes to the sentence. Look at the examples from the text below:

Spoken Words	Indirect (Reported) Speech
"I also love nutrition."	She said that she also loved nutrition.
"So I started doing research on careers in health."	She explained that she had started doing research on careers in health.
"Now I am paid less by the clinic than I was earning on my own"	She told Amy that, at the time, she was paid less by the clinic than she had been earning on her own.

### When we report people's words we usually:

- change the verb tense to a tense that is more in the past
- select a 'reporting' verb
- use 'that'
- change some words that refer to time, place and people (such as 'now' in the example above).

The table below shows the common changes made in verb tenses:

Direct Speech	Indirect (Reported Speech)
<b>Present Simple</b> <i>I work in a hospital</i>	<b>Past Simple</b> <i>She said she worked in a hospital.</i>
<b>Present Continuous</b> <i>I am writing a book on sensible diets</i>	<b>Past Continuous</b> <i>She said she was writing a book on sensible diets.</i>
<b>Past Simple</b> <i>I worked for a small company</i>	<b>Past Perfect Simple</b> <i>She said she had worked for a small company.</i>
<b>Past Continuous</b> <i>I was working in a large conglomerate.</i>	<b>Past Perfect Continuous</b> <i>She said she had been working in a large conglomerate.</i>
<b>Present Perfect Simple</b> <i>I have worked in many different places.</i>	<b>Past Perfect Simple</b> <i>She said she had worked in many different places.</i>
<b>Present Perfect Continuous</b> <i>I have been working in the clinic for 2 years.</i>	<b>Past Perfect Continuous</b> <i>She said she had been working in the clinic for 2 years</i>
<b>Past Perfect Simple</b> <i>I had always wanted to work with people.</i>	<b>Past Perfect Simple</b> <i>She said that she had always wanted to work with people.</i>
<b>Past Perfect Continuous</b> <i>I had been working there for a number of years.</i>	<b>Past Perfect Continuous</b> <i>She said she had been working there for a number of years.</i>

<b>Future Simple</b> <i>I will stay in the job</i>	<b>Future with 'would'</b> <i>She said she would stay in the job.</i>
<b>Can / shall / may</b> <i>I can work the hours I want</i>	<b>Could / should / might</b> <i>She said she could work the hours she wanted</i>

### Other words that change are:

Direct Speech	Reported Speech
this	that
these	those
here	there
now	then, at that time
today	that day
yesterday	the day before
tomorrow	the next/following day
(a week) ago	(a week) before
next (week)	the following (week)

You will also have to change the person, depending on the situation.

Example: *I am working with my colleague to resolve your problem* = *She said that she was working with her colleague to solve my/our problem.*

We can also use different verbs to report what people say. There are several basic patterns:

Pattern	Verbs using this pattern
<b>verb + (that) + clause</b> <i>He said that he was working late.</i>	admit, agree, announce, claim, complain, confirm, declare, explain, insist, mention, propose, say, suggest
<b>verb + direct object + (that) + clause</b> <i>He told us to work together</i>	advise, assure, convince, inform, notify, persuade, reassure, remind, tell, warn
<b>verb + to + infinitive</b> <i>He promised to increase my salary.</i>	agree, ask, claim, demand, offer, promise, propose, refuse, threaten
<b>verb + direct object + to + infinitive</b> <i>He encouraged me to apply for the job.</i>	advise, ask, beg, convince, encourage, forbid, instruct, invite, order, persuade, remind, tell, urge
<b>verb + gerund (ing form)</b> <i>He suggested working at the weekend.</i>	admit, deny, mention, propose, report, suggest