

7

Changes

- What kind of places do they show?
- How are they different?
- What do you think about the lives of the people who live there?



What you will do

This unit is about living and working in different places. These are the skills you will practise. Which are most useful to you? Tick the boxes.

Listening and speaking

Skill

- ☐ Ask and give information about people's lives and jobs
- ☐ Talk about hopes for the future
- ☐ Compare places and people's lives and jobs
- ☐ Ask questions and show you are listening
- ☐ Check and clarify information

Skill code

Sc/E2.2c, 3b, 3c
Sd/E2.1c
Lr/E2.1c, 2a; Sc/E2.3f
Lr/E2.1a, 1c; Sc/E2.2c, 2d
Lr/E2.1d; Sc/E2.4a

Reading and writing

Skill

- ☐ Read about changes in a community
- ☐ Write about important events in your life

Skill code

Rt/E2.1b; Ws/E2.1a
Wt/E2.1a, Ws/E2.1a, 3a, 4a; Ww/E2.1b

Project work

At the end of this unit you will interview someone about their life and work and write a report for the class magazine.

Amina's story

Activity A ● Reading about the past and the present

- 1 Amina Ahmed is a receptionist in a medical clinic. What do you think she does in her job?
- 2 Read the article she wrote for a student magazine and check your ideas.



I CAME TO ENGLAND 10 YEARS AGO. Before that I lived with my parents in Somalia. We had a small family business and I worked there with my brother. My older brother looked after the business and I helped him. I took the orders and talked to the customers on the phone. I liked that part of the job a lot.



When I first arrived in England it was difficult to find a job. I took some computer courses at the college and now I have a part-time job at the Aston Rd. Clinic. I'm a receptionist. I usually work in the afternoons. I make appointments for patients and talk to them when they arrive. I also look after the patients' computer records. I put all the information on computer. It's a lot of work and sometimes I get home late. This is a bit difficult because I have three children and my husband never arrives home before the children are in bed. Of course, it's difficult to balance home and work when you have a family, but I really like my job.

- | 2 Are these sentences about Amina true or false? | True | False |
|--|-------------------------------------|--------------------------|
| a Before she came to England she lived in Somalia. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b She worked for a big company in Somalia. | <input type="checkbox"/> | <input type="checkbox"/> |
| c In her job in Somalia she used the phone a lot. | <input type="checkbox"/> | <input type="checkbox"/> |
| d She has a full-time job now. | <input type="checkbox"/> | <input type="checkbox"/> |
| e She works at the clinic in the mornings. | <input type="checkbox"/> | <input type="checkbox"/> |
| f She uses a computer in her job at the clinic. | <input type="checkbox"/> | <input type="checkbox"/> |

Activity B ● Language: talking about the past and the present

- 1 Look at this sentence.

*I took some computer courses at the college **and** now I have a part time job at the Aston Rd. Clinic.*



- 2 Work in pairs. Talk about some of the changes in your life.
- 3 Now think about other people you know. Write some sentences about changes in their lives.

Remember

- In the present tense add an s for he and she.
*She **works**, he **lives**.*

Activity C ● Language: asking about the past and the present

- 1 Look at these questions. Are they useful for asking about life now or before?



- 2 You are going to talk to other students about their life in England when they first arrived and now. Prepare some questions. Ask about:
 - the place they lived
 - the things they did
 - the place they worked or studied.
- 3 Take turns to ask each other your questions.

Remember

- When you make questions you need *do* for the present and *did* for the past.

*Where **do** you live now?*

*Where **did** you live before?*

My hopes and plans

Activity A • Reading and speaking: hopes and plans

1 Amina asks Anton about his hopes and plans.



What would you like to do in the future?




I think I'd like to be an electrician or a plumber because I'd like to work for myself. It's good money too. I don't want a 9 to 5 job.


2 What are Anton's hopes and plans? Complete the missing words in the table.

| Name | What would they like to do/be? | When? | Why? |
|-------|--------------------------------|-------|----------------------------|
| Anton | an or a plumber | | to work for |
| Amina | | | |
| Susan | | | |

3 Read about Amina and Susan's hopes and plans. Complete the table.



I'm doing a part-time computing course. I think I'd like to work as a computer programmer in the future. I was good at maths at school and I really like working with computers.



I'd like to buy a small house, because then I can have a garden. It's not possible now, but perhaps it will be in about five years' time.

4 Work in pairs. Find out about each other's future hopes and plans. Have a conversation like this.

A: *What would you like to do in the future?*

B: *I'd like to... What about you?*

A: *I think I'd like to ...*

Bill's story

Activity A • Listening: talking about differences

- 1 Look at pictures of the places Bill Dubrika worked in the past and where he works now. What are the differences?



- 2 Listen to the first part of Bill's story.
 - a What does he say about his work in the past and now?
 - b What does he say about home life in the past and now?

- 3 Listen again and complete the table.

| | In Yorkshire | In Dorset |
|---------------------|---------------------------------------|--------------------------|
| His job | worked in a coal mine in Yorkshire | works in a pub in Dorset |
| His hours | usually worked shifts | |
| His wife's job | didn't have a job | |
| His home | lived in Yorkshire | |
| Time for his family | spent a lot of time with his children | |

- 4 Look at this sentence about Bill.

*Bill worked in a coal mine, **but** now he works in a pub in Dorset.*

- 5 Now write sentences to explain other differences in Bill's life.

More of Bill's story

Activity A • Listening and speaking: comparing places

1 In the second part of the interview Bill compares his life in Yorkshire and Dorset. What do you think he's going to talk about? Make a list of points.



2 Listen to the interview and check your ideas.



3 Listen again. Change the adjectives in the box to comparatives. Complete the sentences.

clean easy friendly interesting good long

- a In lots of ways life is **better** in Dorset for Bill and his wife.
- b It's to find work in the south than the north.
- c He thinks people are in the north than in the south.
- d It takes to make good friends in the south.
- e Bill thinks Dorset is a place to live because there's a lot to do.
- f The air in Dorset is than in the mining village.
- 4 Think of two places you know, e.g. the place you live now and a place you lived before. Make notes about these points:
- the town or village
 - the type of work
 - the people
 - things to do.
- 5 Think of some adjectives you need to compare the two places. Complete the chart.

| adjective | comparative |
|-----------|-----------------------|
| big | bigger |
| beautiful | more beautiful |
| | |
| | |
| | |

Remember

- When you compare two things, you use:
adjective + *-er* (for short adjectives)
The town in Dorset is smaller.
more + adjective (with long adjectives)
*People are **more** friendly.*

6 Work in pairs. Take turns to ask and answer questions about the two places you chose.

Spelling

Activity A • Spelling rules: -er endings for comparatives

When you make a comparative with short adjectives, you usually add -er.

Example *cold* ➔ *colder*. However, sometimes the spelling changes.

| | | | | | | | |
|--------|---------|---------|-------|---------|---------|--------|--------|
| bigger | busier | cheaper | drier | easier | faster | higher | hotter |
| later | noisier | nicer | safer | slimmer | smaller | wider | |

- 1 Work in pairs. Look at the spelling rules. Find examples in the box above for each rule.

Rule 1

For most short adjectives like *cheap* or *fast*, you add -er.

Add other examples from the box.

cheaper

Rule 2

With short adjectives that end in *e* – like *late*, *nice* – you just add -r.

Add examples.

later

Rule 3

With adjectives that end in a consonant followed by *y* – for example *busy* and *dry* – change the *y* to *i* and then add -er.

Add examples.

busier

Rule 4

With adjectives that end in a vowel and a consonant – for example *big* – you double the consonant and add -er.

Add examples.

bigger

- 2 Write the comparative form of these adjectives.

clean **cleaner** strange long

fit large dirty

heavy early fat

near happy strong

wet new thin

Closing a mine

Activity A ● Reading: skimming and reading in detail

1 What happens when an industry like mining has big problems?

Think about the:

- workers
- towns.

2 Read the article. Were your ideas similar?

Disaster for local communities when mines close

When a mine closes, it is very difficult for miners to find new jobs. Often the only local jobs ex-miners can find pay very low wages, for example cleaning jobs in factories or driving taxis. The government offers some training to help miners find better jobs. Many of the jobs are in other towns so they must leave the mining village.



Bill Dubrika moved to Dorset, where he works in a pub.



Many young people also leave the mining village to find work in other cities. The young people who stay can't find jobs, so they don't have enough money to get married.

When a mine closes many people in the community also

lose their jobs. Many shops close because people don't have money to spend. After a mine closes there's often more street crime and drug-taking because there's nothing for young people to do.

3 The article above is about closing a mine and the problems for the community. Read quickly though the article.

- How many paragraphs are there?
- Which paragraphs give information about young people, the community and the miners?

- 3 Read the paragraphs carefully and answer these questions.
 - a Why do many ex-miners have to leave their communities?
 - b Why do a lot of shops close after a mine closes?
 - c Why is there often more street crime after a mine closes?

Activity B ● Writing: explaining reasons and results

- 1 You use the conjunction *because* to explain why things happen. Look at this sentence:

*Many shops close **because** people don't have money to spend.*

- 2 Bill Dubrika lost his job in a mine and went to live in Dorset. Make sentences to explain what happened. Match information about Bill and the explanations.

Information

- a Bill lost his job.
- b Bill moved to Dorset.
- c He likes his job in the pub.

Explanation

- He meets a lot of people.
- The mine closed.
- There was more work there.

- 3 Now write sentences about Bill using the conjunction *because*.

Example

*Bill lost his job **because** the mine closed.*

- 4 You can use the conjunction *so* to talk about results. Look at the sentence.

*Many of the jobs are in other towns **so** they must leave the mining village.*

- 5 Match some more information about Bill and the results.

Information

- a Bill's wages are low.
- b The pub doesn't close until 11 pm.
- c Bill has to work at weekends.

Result

- He doesn't see his children much.
- His wife has to work.
- He often gets home after midnight.

- 6 Write two or three sentences about Bill using the conjunction *so*.

Example

*Bill's wages are low **so** his wife has to work.*

- 7 Think about changes in the area where you live and write similar sentences.

Remember

- Conjunctions are words like *and*, *but*, *because* and *so*. You use them to join sentences.

*Danny didn't like school **so** he left when he was 16.*

*He got a job in a shop **but** he didn't like it.*

A success story

Activity A • Listening: asking questions and listening well

Ali Al-Shami came to England in 1993. Last week he opened a new restaurant. A reporter from the local newspaper is interviewing him.

- 1 What information do you think the reporter wants to know? Make a list of five points for the interview.



- 2 Listen to the interview. Are your points the same?
- 3 These are the questions from the interview, but only questions 1 and 2 are in the right order. Listen. After each of Ali's answers, decide the interviewer's next question.

Questions

So, Mr Al-Shami what's it like to be the owner of a big, new restaurant?

Really? So how was it different?

And finally, what about your plans for the future, Mr Al-Shami?

So, what's a typical day for you?

Tell me about the restaurant there.

So, what do you like most about your job?

So, how did you start in the restaurant business?

Order

1

2

- 4 Listen again. How does the interviewer show she is interested in what Ali is saying?

Activity B • Speaking: asking and answering questions

Work in groups of three. Take turns to interview each other.

A: Ask B about:

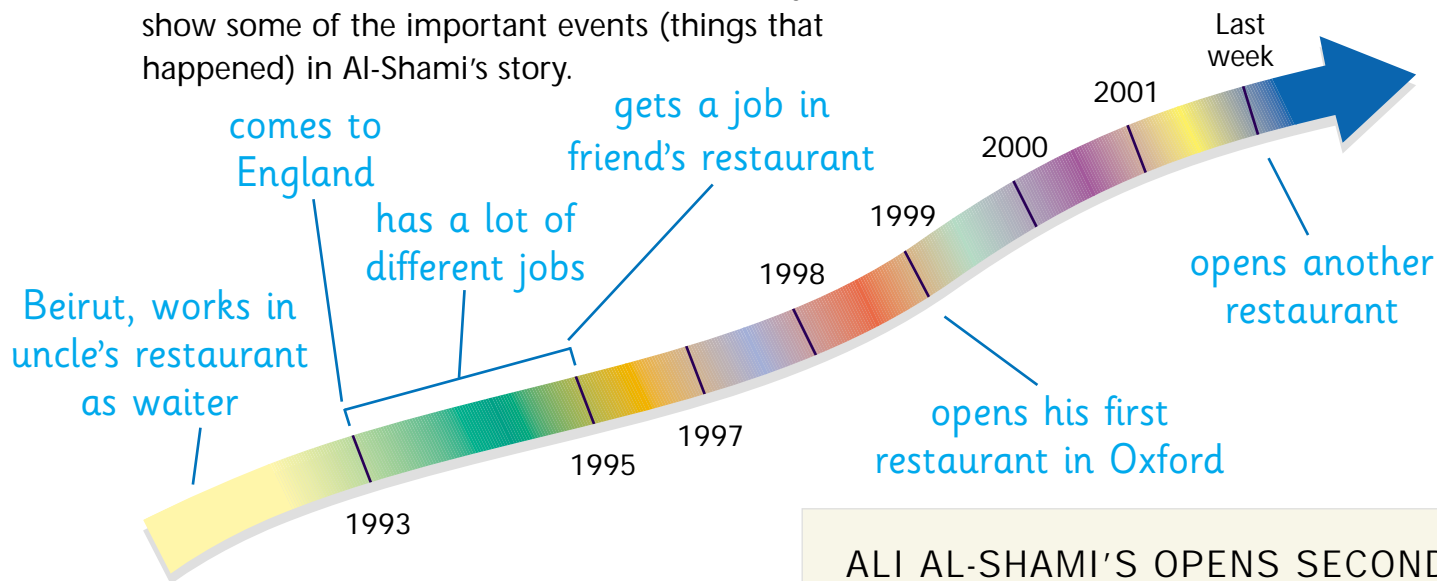
- his or her studies or work, a typical day, future plans

B: Answer A's questions.

C: Listen and make notes about the interview. Your teacher will give you a feedback form.

Activity C • Writing: using time phrases

- 1 Look at the notes on the time line below. They show some of the important events (things that happened) in Al-Shami's story.



- 2 Time markers help to make the order of events clear. Underline the time markers in these sentences.
- He came to England in 1993. Before that he lived in Beirut.
 - Ali came to England in 1993. Then in 1995 he got a job in a friend's restaurant.
 - In 1995 he got a job in a friend's restaurant. Four years later he opened his own restaurant.

- 3 Look at the time line and write three sentences using these time markers.

before that... ...years later then in ...

- 4 Complete Ali's story using information from the time line. Use these time markers.

when

1993

after

today

before that

four years later

last week

then in 1995

ALI AL-SHAMI'S OPENS SECOND SUCCESSFUL RESTAURANT



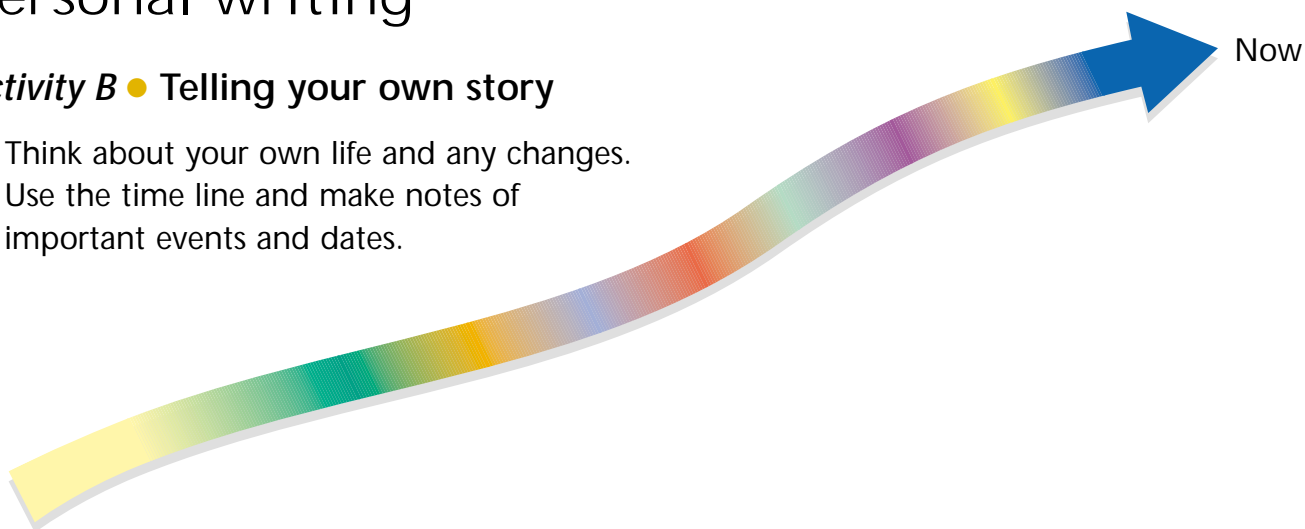
Ali-Shami came to England in he lived in Beirut and he and his wife worked in his uncle's restaurant. Ali first arrived in England, he had a lot of different jobs. a friend offered him a job in a restaurant. he opened his first restaurant in Oxford. His restaurant was a big success and he opened his second restaurant.

..... Ali is a successful businessman. He works hard and is often in the restaurant until midnight. more than 10 years in the restaurant business he still loves his work.

Personal writing

Activity B • Telling your own story

- 1 Think about your own life and any changes.
Use the time line and make notes of important events and dates.



- 2 Write your story in the space below, or on a computer..

I came to England in Before that I

.....

.....

.....

Then in

.....

.....

..... years later

.....

.....

Today I

.....

.....

Remember

- When you finish your text, read it carefully and check for mistakes with spelling, punctuation and grammar.
- If there are new words or spellings, add them to your list of words to learn.

Communication problems

Activity A ● Speaking: checking and clarifying


1 Look at the pictures. What's the communication problem?

| | |
|--|---|
| <p>A</p>  <p>Hi. David Bright here. We've had to change the IT course. It's on Friday afternoon now.....</p> <p>He speaks so quickly.</p> | <p>B</p>  <p>This line's terrible. I can't hear her.</p> <p>Hi Bill. It's Jan. Can you change your hours on Saturday?</p> |
| <p>C</p>  <p>I'd like to change my reservation for tomorrow. Can we come earlier, at around 8:30 instead?</p> <p>Oh no, I didn't hear the time.</p> | <p>D</p>  <p>It's about your job application. We'd like to give you a telephone interview. Right now if that's OK.</p> <p>I don't understand. What does she want?</p> |

2 What can they say to make sure they understand? Match the sentences and pictures.

- | | |
|---|------------------------------------|
| a Sorry, could you speak a bit more slowly? | c Sorry, I don't quite understand. |
| b Sorry, can you speak up? | d Sorry, what was the time again? |

Activity B ● Listening and speaking: checking and clarifying

 1 Listen to Nareem's telephone call about changing the date of her IT course.

- What does she say to:
- ask him to repeat?
 - show she doesn't understand?
 - ask for an explanation?

2 Work in pairs. Role play a telephone conversation about a meeting. First decide on some details – the event, place and time. Then role play the conversation.



Project

You're going to interview someone outside class about:

- work and life before and now
- hopes and wishes for the future.



Activity A ● Prepare your interview

- 1 Find someone you want to interview, perhaps a friend who is working, someone in your centre, a neighbour or another student. Arrange with them when you will meet.
- 2 Plan your interview.
 - Introduce yourself
 - Plan your questions
 - Plan how to record the information. It is a good idea to use a tape recorder, but always check this is OK before the interview.

Activity B ● Interview the person

Meet the person and complete the interview.

- Don't forget to take notes. You need them for the writing task.
- Pay attention to your body language and make sure your intonation sounds friendly.
- Try to use short phrases to sound interested in what the other person is saying.
- If you don't understand, always ask people to slow down, repeat or explain again.

Activity C ● Write about the person

Write about the person you interviewed.

- Use your dictionary or spell-checker for help with spelling.
- Make sure you check your report for mistakes with spelling, punctuation and grammar.
- If you can, use a computer to prepare the final report.
- If this isn't possible, make a good hand-written copy for other students to read.



Activity A • Language: present and past

- 1 Read the story below. Fill the gaps. Use the correct form of the verbs in brackets ().

Making a new start

Sadia*was*..... (be) an accountant in Sierra Leone. She*left*..... (leave) her country in 1997 when the military government (take) control. She (apply) for asylum in the UK. She (want) to go to university in London, but she (not have) the money to pay her fees. She (have to) wait six months for a work permit.

She (start) working as a cashier. Two years later she (do) an accounting course at London University. Last December she (get) a job as an accountant. In her new job she (work) long hours. She (not finish) work before 7 pm, but she really (enjoy) the job.

Activity B • Language: talking about differences

- 1 Complete the comparatives of these adjectives.

bad*worse*.....

long

friendly

interesting

- 2 Look at notes about two of Sadia's jobs. Write sentences comparing the two jobs. Use the words in brackets ().

Example *She worked as a cashier and now she works as an accountant.*

| | Old job | Job today | |
|-------------|----------------------|-------------------|---------------|
| Job | Cashier | Accountant | (and) |
| Type of job | Part-time | Full-time | (but) |
| Hours | 15 hours a week | 37 hours a week | (long) |
| Work | Not very interesting | Very interesting | (interesting) |
| People | Very friendly | Not very friendly | (friendly) |
| Pay | £10.00 an hour | £40 an hour | (high) |



Mini-projects

Activity A ● Find out about changes in your community

Here are two ideas to practise the skills and language from this unit.

- 1 Go to your local library and ask for books and photographs on the local area and old photographs.
- 2 Interview someone who came to live here more than five years ago.
- 3 Look on the Internet for information about your local area.
- 4 Prepare a display of the information you found and give a short talk to the class.

Activity B ● Prepare vocabulary for talking about places

When people meet you, they often ask about the place you come from, or where you live now. It's useful to prepare some vocabulary so you can answer these questions.

- 1 Think of the words you need to describe the place in your own language. Make a note of them.
- 2 Write the word in English beside your own word. If you aren't sure, look it up in a dictionary.
- 3 Prepare a word web with all the words you need. Your teacher will give you an example word web.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

I need more practice with

.....

.....

Date



Audio scripts

Page 5 Bill's story

Activity A2

Part 1

Interviewer: So, is your life very different now from before?

Bill: Oh, yes, really different, very different.

Interviewer: In what way?

Bill: Well, you know, I lived in a mining village in Yorkshire and everybody did the same thing – we all worked down the pit.

Interviewer: Did you work in shifts?

Bill: Yes, we did. It was hard and dirty work. But somehow it wasn't so bad because we all worked together.

Interviewer: And what do you do now?

Bill: Well, when the pit closed my wife and I decided to move down south – to Dorset. Now she works in a supermarket and I work behind the bar in a pub.

Interviewer: And is that hard work?

Bill: No. It's not hard but the hours are long and I work most evenings, even Saturdays and Sundays. I didn't do that before. There can be problems ...you know, some customers laugh at my northern accent and that can be difficult.

Interviewer: And what about your family life?

Bill: I spent more time with my family before. Now I don't often see my children. I'm asleep when they go to school and I'm not there in the evenings to help them with their homework. I'm not happy about it, but I need the job.

Page 6 More about Bill's story

Activity B2

Interviewer: So why did you move to Dorset?

Bill: My wife has relatives in Dorset and we decided to start a new life there. When the pit closes in a mining village the village dies.

Interviewer: So do a lot of people leave?

Bill: Some do, but for a lot of people it's difficult to make a new start.

Interviewer: Is life easier in the south?

Bill: Yes, in lots of ways life's better here for us. There's more work around. But it can be difficult for northerners to settle in the south. It's a different way of life.

Interviewer: What about people?

Bill: I think people are more friendly in the north. I've got some good friends here now, but it takes a long time.

Interviewer: What other differences do you find?

Bill: Well, the big industry in Dorset is tourism so there are more things to do. It's a very pretty place and more interesting in many ways. The air's cleaner too. That's a big difference.

Page 7 A success story

Activity A2

Interviewer: So, Mr Al-Shami, what's it like to be the owner of a successful restaurant?

Ali: It's fantastic, but it wasn't always like this.

Interviewer: Really? So how was it different?

Ali: Well, when we first came here in 1993, it wasn't easy and we did a lot of different jobs.

Interviewer: So, how did you start in the restaurant business?

Ali: Mm ... About two years after we arrived, a friend offered us a job in his restaurant. My wife did all the cooking and I served the meals. It was very hard work and we never finished till very late. But that was nothing new. We had a small restaurant in Beirut before.

Interviewer: In Beirut? Tell me about the restaurant there.

Ali: Oh, it was my uncle's business. We served very traditional food, just good home cooking, but that was a long time ago. We opened our first restaurant here in 1999 and I manage the restaurant now. It's always very busy and I'm always in the restaurant after midnight.

Interviewer: Really! So, what's a typical day for you?



Ali: I have to get up very early and sometimes I go to the market to buy fresh vegetables. Now we have more staff, I also spend a lot of time on basic administration. There's always a lot to do with a small business, but I still enjoy it.

Interviewer: What do you most like about your job?

Ali: The contact with people. For me that's the best part of the job.

Interviewer: I can imagine. And finally, what about your plans for the future, Mr Al-Shami?

Ali: I'd like to open more restaurants, but I'm not sure my wife thinks that's a good idea. By the way, call me Ali.

Interviewer: Well, thanks for your time Ali. I think that's about it.

Ali: No problem, and why don't you stay and have some of our famous Lebanese food as you're here?

Interviewer: Well, thanks very much. That would be great!

Page 13 Communication problems

Activity B1

David: Hi. David Bright here. We've had to change the IT course. It's on Friday afternoon now. I hope...

Nareem: Sorry, could you speak a bit more slowly? My English isn't very good.

David: Oh, sorry. Let me explain again. Martin's ill so I'm taking his course on Friday, but I can only do it in the afternoon. I'm planning to start at 1.30 if that's OK.

Nareem: Sorry, what time was that?

David: 1.30.

Nareem: That's difficult for me. I work on Friday afternoons.

David: Well, can you see if you can swap?

Nareem: Sorry, I don't understand. What do you mean?

David: Can you see if you can change your hours on Friday – work in the morning instead of the afternoon?

Nareem: I'm not sure, but I can ask.



Page 2 Amina's story

Activity A2

- a true
- b false
- c true
- d false
- e false
- f true

Page 4 My hopes and plans

Activity A2

- 2 Anton: Would like to be an electrician or a plumber because he'd like to work for himself.
- 3 Amina: Would like to be a computer programmer in the future because she enjoys working with computers.
Susan: Would like to buy a small house in five years because she wants a small garden.

Page 5 Bill's story

Activity A3

In Dorset

His hours: works long hours
works most evenings
works Saturdays and Sundays

His wife's job: works in a supermarket

His home: lives in Dorset

Time for his family: doesn't often see his children
is asleep when they go to school

Page 6 More of Bill's story

Activity A3

- b It's easier to find work in the south than in the north.
- c He thinks people are more friendly in the north than in the south.
- d It takes longer to make good friends in the south.
- e Bill thinks Dorset is a more interesting place to live because there's a lot to do.
- f The air in Dorset is cleaner than in the mining village.

Page 7 Spelling

Activity A

- 1 Rule 1: cheaper faster higher smaller
Rule 2: later nicer safer wider
Rule 3: busier drier easier noisier
Rule 4: bigger hotter slimmer
- 2 stranger, longer, fitter, larger, dirtier, heavier, earlier, fatter, nearer, happier, stronger, wetter, newer, thinner

Page 8 Closing a mine

Activity A3

- a Three paragraphs
- b Young people – paragraph 2.
The Community – paragraph 3.
The miners – paragraph 1.

Page 9

Activity A4

- a Because they can't find jobs with good wages.
- b Because people don't have enough money to buy things.
- c Because they don't have work and don't have anything to do.

Activity B2, B3

- a Bill lost his job because the mine closed.
- b Bill moved to Dorset because there was more work there.
- c He likes his job in the pub because he meets a lot of people.

Activity B5, B6

- a Bill's wages are low so his wife has to work.
- b The pub doesn't close until 11pm so he often gets home after midnight.
- c Bill has to work at weekends so he doesn't see his children much.

Page 10 A success story

Activity B3

So, Mr Al-Shami, what's it like to be the owner of a big, new restaurant? (1)
Really? So how was it different? (2)



And finally, what about your plans for the future, Mr Al-Shami? (7)

So what's a typical day for you? (5)

Tell me about the restaurant there. (4)

So, what do you like most about your job? (6)

So, how did you start in the restaurant business? (3)

Page 11 Ali's story

Activity C2

a Before that; b Then in 1995; c four years later

Activity C4

1993; Before that; When; Then in 1995; Four years later; last week; Today; After

Page 13 Communication problems

Activity A1

- A The man is speaking too quickly.
- B Bill can't hear Jan properly.
- C He (Ali) didn't hear the time.
- D The woman doesn't understand.

Activity A2

- A Sorry, could you speak a bit more slowly?
- B Sorry, can you speak up?
- C Sorry, what was the time again?
- D Sorry, I don't quite understand.

Activity B1

Ask him to repeat: Sorry, could you speak more slowly?

Show she doesn't understand: Sorry, I don't understand.

Ask for an explanation: What do you mean?

Page 15 Check it

Activity A1

took; applied; wanted; didn't have; had to; started; did; got; works; doesn't finish; enjoys

Activity B1

bad worse; long longer; friendly more friendly; interesting more interesting

Activity B2

Possible sentences

She worked part-time but today she works full-time.

In her job today she works longer hours.

Her work today is more interesting.

People were more friendly in her old job.

In her job today her pay is higher.