

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about work
- talk about what people do at work
- talk about future careers
- make offers and suggestions
- write a job application

UNIT CONTENTS

G GRAMMAR

- must / have to / can
- will and might for predictions

VOCABULARY

- Work: accountant, hairdresser, lawyer, scientist, gardener, plumber, electrician, banker
- Job requirements and conditions: earn a good salary, make important decisions, need good qualifications / several years of training, work in a team / long hours / at weekends, have a nice working environment, have a lot of skills, deal with serious problems/people every day, to be self-employed
- Jobs: architect, builder, designer, journalist, musician, politician, postman, vet, carer, shop assistant, computer programmer, IT worker, actor
- Wordpower: job and work: job (countable noun): 1 = occupation; 2 = unpaid task. work (uncountable noun): 1 = activity done in a job; 2 = activity requiring effort; 3 = workplace. work (verb): 1 (with a machine) = function correctly; 2 (with medicine) = improve the medical condition; 3 work out = use mental power / calculator etc. to find a solution.

PRONUNCIATION

- Sound and spelling: /ʃ/
- Sentence stress: vowel sounds

C COMMUNICATION SKILLS

- Talking about what people do at work
- Talking about your future career
- Offers and suggestions
- Writing a job application

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Students work in pairs to name three jobs. Then they swap partners and mime the jobs for their new partner to guess. Choose some students to show their mimes to the class.

a Ask students to look at the picture and say what they can see. You can pre-teach twin building, crane and tower using the picture. Ask students what they think the people are doing, then play the recording for students to check their ideas. If you wish, give students information from the Culture notes below.

Answers and audioscript

The men are window cleaners at the Petronas Towers in Kuala Lumpur, Malaysia - the world's tallest twin buildings. There are two towers and they have 32,000 windows. Several teams of brave window cleaners are employed to clean the tower windows. It takes a month to wash the windows of one building! Once they finish they begin again at the top.

CULTURE NOTES

The Petronas Towers are twin skyscrapers in Kuala Lumpur, Malaysia, with 88 floors each. The towers have appeared in many films and have also attracted climbers and jumpers. In 2009, a French urban climber, Alain 'Spiderman' Robert, climbed the outside of the tower without any safety ropes. It took him two hours. At 452 metres high, the Petronas Towers were the tallest buildings in the world until 2004, when the skyscraper Taipei 101 was completed in Taiwan. Since then a number of taller buildings have been built, including Burj Khalifa in Dubai (828 metres), which was completed in 2010. In 2014, work started in Saudi Arabia on building the Kingdom Tower in Jeddah which aims to be 1 kilometre high.

- Discuss the questions as a class. Encourage students to give reasons for their answers. Ask students to imagine what a typical working day is like for these people.
- **c** Give students a short time to talk about the questions in pairs. Elicit or input stretch your arms up. Ask students to share their ideas with the class.

Suggested answers

He's getting ready to start work in the early morning. He's giving instructions to a co-worker. 'OK! Let's start!'

d Tell students that they are going to role play the conversation between the man and his co-worker. Monitor and help where necessary. Nominate a pair to role play their conversation for the group.



EXTRA ACTIVITY

Put students into pairs. Ask: Should people who have dangerous jobs earn a lot of money? Why / Why not? Ask students to share their reasons with the class.

I have to work long hours

☑ OPTIONAL LEAD-IN

Students think about their job or a job that a friend or someone in their family has. They write down two things they like about their job and two things they don't. Put students in small groups to compare their lists. Now ask the groups to discuss whether there are similar things that they like or don't like about their jobs. Ask one or two students to share their ideas with the class.

1 VOCABULARY Work

a Students look at the pictures and describe what they can see. Ask what jobs the people are doing and write them on the board. The woman on the telephone is an inve stment banker. Accept the answer businesswoman from students, then input her job title.

Answers

gardener scientist banker/businesswoman nurse/doctor electrician

- Put students into pairs and ask them to note down as many different jobs as they can in a minute. When they have finished, ask for a job from each pair in turn. Put the jobs on the board. Turn this into a game: each pair drops out when they have no more jobs left to add and the winner is the last pair who can name a different job.
- Students complete the exercises in Vocabulary Focus 5A on SB p.136. Play the recording where indicated and ask students to listen and repeat and check their answers. Ask them to underline the stressed syllable in each job title. Give students two minutes to discuss Exercise c in pairs then take feedback from the class about which are the most popular jobs. Tell students to go back to SB p.48.

Answers (Vocabulary Focus 5A SB p.136)

ali 2f 3a 4e 5c 6d 7b 8g 9h b Xx: gardener, plumber, lawyer, banker Xxx: hairdresser, scientist xXx: accountant xxXx: electrician c 1 have 2 work 3 need 4 deal with 5 earn

6 am 7 make

2 READING

a Ask students to read *The Happiest Jobs* and the list. Check understanding of the list. Ask: What does IT workers 48 per cent mean? (It means only 48 per cent of IT workers in the survey say they are happy at work). In pairs, students talk about where they think the jobs go in the list. Take feedback to see how far students agreed.



CULTURE NOTES

The City & Guilds (C&G) Group offers 500 vocational qualifications in many different industries. Around two million people start C&G qualifications every year and these are well-recognised by employers. They are also the UK's leading provider of apprenticeships. C&G qualifications are also available in 80 countries around the world. The 'Career Happiness Index' was published in 2012 and involved asking 2200 workers about what they considered to be the most important factors in their happiness at work.

At the end of this lesson, students will be able to:

- · use a set of vocabulary related to work
- understand people talking about their work
- · use must, have to and can
- discuss different kinds of work and what people do at work
- **b** Students turn to SB p.127 to check answers and to see who in the class was right. Ask the class if they are surprised by the the information and why / why not.
- In pairs, students make list of what they think makes people happy at work. Give them a few minutes to do this before eliciting suggestions from the class, e.g. people, workplace.
- d Ask students to read the second half of the article to see if any of the ideas on the board are mentioned.



POSTULARY SUPPORT

get on with (B2) - have a good relationship with least (B1) – opposite of most skill (B1) - ability to do a job well

In pairs or small groups, students talk about the questions. Monitor but don't interrupt fluency unless students make mistakes with the word stress on job titles.



FAST FINISHERS

Fast finishers can role play an interview with a person who has one of the jobs in the list. The interviewer should ask questions about their job and how happy they are.



EXTRA ACTIVITY

Ask students to think about their own town(s). Do they think the top twelve jobs would be similar where they live or might there be differences? Ask students to think about jobs where they live which might be towards the bottom of the list. Students share their ideas with a partner and then with the class. Encourage them to justify their ideas as far as possible.

3 LISTENING

a Elicit from the class what kinds of things the people listed do in their work and then ask what they think the people like about their jobs.



LOA TIP ELICITING

To elicit the activities that the people do in their jobs, you can do a mime and ask students to say what you're doing, e.g. nurse (making a bed / taking a temperature / checking blood pressure). If students don't know a word, put it on the board after the mimed activity.

b 2.5 Tell students they will hear the three people talking about their jobs. Play the recording for students to listen and check their ideas. Stop the recording after each speaker to take feedback on students' answers.

Answers

Alisha: working with people and helping them John: not having to wear a suit or go to many meetings, being his own boss Miriam: It's exciting.

Audioscript

ALICIA I love my job ... working with people and helping them ... but it's often stressful. I have to work long hours including weekends, and I sometimes deal with very serious problems. These days, to become a nurse you have to do well at school – especially in maths, science and English. Then you have to do a nursing degree before you can get a job. You also need to be good at making decisions and working in a team. There are lots of rules to remember. You can't enter a room without washing your hands. You can't lift a patient on your own. When you work with people who are very sick, every decision you make is so important.

JOHN For my job, you need to do two or three years' training – usually while you are working with a company. You can't go to people's houses on your own and start fixing things without a qualification. Now I have my own company, I usually work about 40 to 45 hours a week. It can be tiring. And of course you have to be careful even when you're tired. There are a lot of health and safety rules ... for example, you always have to switch off the mains power. I heard of one guy who forgot and nearly died. Anyway ... there are good things, too – you don't have to wear a suit or go to many meetings and I enjoy being my own boss.

MIRIAM I'm in investment banking ... and to get in I needed a good university degree, and, also, to be a good communicator. You have to enjoy working really hard ... I work very long hours, a hundred hours or more a week \dots And, well \dots I have to deal with a lot of stress ... I look after millions of pounds of other people's money. You also can't relax because if something goes wrong, you lose money - other people's money. I suppose I also like that – it's exciting. But it's not an easy job and sometimes I feel that what I do isn't really that useful.

VOCABULARY SUPPORT

fix (B1) - to repair

investment - (B2) money that you use to make more money mains power (B1) - the electricity for a building patient (B1) - a person in hospital who is ill qualification (B1) - something that you get when you are successful in an exam or course of study stressful (B1) - making you worried

c 2.5 Read through the questions with the class and elicit some examples of qualifications – e.g. a university degree, a diploma or certificate in something. Then play the recording for students to listen and answer the questions. Ask them to compare their ideas with a partner before you check the answers with the class.

Answers

Alisha - nursing degree; good at making decisions; dealing with serious problems, lots of rules to remember

John – two or three years of training, a qualification; tiring, health and safety rules, dangerous

Miriam - a good university degree; good communicator, enjoy working hard; dealing with stress, can't relax, not an easy job, not useful

EXTRA ACTIVITY

Write: maths and science, 45-50 hours, 100 hours, millions of pounds on the board. Ask: Who said these words and what did they say about them? (maths and science: Alisha, about the subjects you need to do well in at school; 45-50 hours: John, about the number of hours he needs to work; 100 hours: Miriam, about the number of hours she works; millions of pounds: Miriam, about the amount of money she looks after)

d Discuss the question with the class. Which is the most popular job?

4 GRAMMAR must / have to / can

a Books closed. Read the following sentences to students or write them on the board: Teachers have to / don't have to wear a suit. Teachers have to / don't have to correct homework. Teachers can / can't be late for a class. Students choose the correct modal verb in each case. Check answers as a class. Ask concept questions to check understanding of the modal verbs. Open books. Ask students to look at the sentences. Students match the underlined words with the meanings.

Answers

- a don't have to
- b can't
- c have to



LOA TIP CONCEPT CHECKING

Write on the board: Teachers don't have to wear a suit. Ask: Can they wear a suit? (yes) Is it necessary? (no) Summarise: They can wear a suit if they want to, but it's not necessary.

Write on the board: Teachers have to arrive on time for class. Ask: Is it ok for teachers to be late for class? (no) Is there a rule? (yes) Who makes the rule? (the school) Did the teacher make the rule? (no) Summarise: Teachers have to arrive on time. The school has a rule.

Write on the board: Teachers can't take breaks during class. Ask: Do teachers take breaks sometimes? (yes) Is it ok to take breaks after class? (yes) Is it ok to take breaks during lessons? (no) Do teacher's need to stay in the class during lessons? (yes) Summarise: Teacher can't take breaks during class because they need to stay in the classroom.

b Read through the written and spoken examples and ask students to complete the rules as a class.

Answers

must; must not



CAREFUL!

Students often make mistakes by using the to infinitive after must, e.g We must to go home now. (Correct version = We must go home now.)

LANGUAGE NOTES

The focus here is straightforward: must / mustn't is used for written rules and have to / can't for spoken ones. In the positive, the meaning of must and have to is similar. We use both constructions to express obligation. However, the negative forms – mustn't and don't have to – have completely different meanings: mustn't = not allowed; don't have to = not necessary. Also be aware that must has no past or future form, so for obligation in the past we use had to and in the future we use will have to.

Students read the information in Grammar Focus 5A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 5A on SB p.151. Check answers as a class. Tell students to go back to SB p.49.

Answers (Grammar Focus 5A SB p.151)

- a 1 have to 2 can't wear 3 can't check 4 can't speak 5 can talk 6 have to answer 7 have to be 8 have to find
- b 1 must not 2 don't have to 3 don't have to 4 must not 5 must not
- c 1 can't 2 can 3 doesn't have to 4 must not 5 must

CAREFUL!

As well as the differences in meaning, students frequently confuse the negative forms of must and have to, e.g. I like shopping online because I don't must go to the shops. (Correct form = I don't have to go to the shops.)

d Read through the question, the list of places and the examples. In pairs, students talk about the rules in the different places. Take feedback and ask students to share their ideas with the class. Make sure students are using the correct forms of have to and can't.

Suggested answers

office – you have to use a computer/can't work outside restaurant - you have to cover your hair/can't be rude to the customers

bank – you have to be good at maths/can't wear jeans

e In pairs, students write the rules for each workplace, using *must/mustn't*. Circulate and help where necessary.



FAST FINISHERS

Fast finishers can extend this activity by saying and then writing rules for other places, e.g. a hospital, a fire station or a police station.

5 SPEAKING

- a In pairs, students choose five of the jobs and think of advantages and disadvantages of each. Monitor and help with vocabulary as necessary. Take feedback as a class. Go through the different jobs and elicit advantages and disadvantages from the group. Give your own ideas to help where necessary.
- **b** Discuss the question as a class and see which job most students think is the hardest, and why.

ADDITIONAL MATERIAL

- Workbook 5A
- Photocopiable activities: Grammar p.212, Vocabulary p.236

I might get a job today!

OPTIONAL LEAD-IN

Books closed. Discuss with students how people choose which job they want to do or which career they want to follow. Ask them to think about: following the example of someone in their family or a friend; celebrity role models; doing what they're good at and/or what they like; the role of a careers advisor at schools.

1 SPEAKING

a Discuss the questions as a class and put some ideas on the board of how people find jobs, e.g. go to a job centre, or careers fair, answer job adverts (apply for a job), send your CV to different companies, etc. Find an opportunity to introduce careers fair because students will need this term for the listening. If you have students in your class who are working, ask them about how they got their jobs.

LANGUAGE NOTES

Students sometimes confuse job and career. A job is the work you are doing at one particular moment. A career is the series of jobs you do in your working life. I have a difficult job. I have to start very early and finish very late. I would like to have a career in teaching.

b In pairs, students match the worries with the situations in the pictures. They can use the captions to help them.

1 c 2 a 3 b

c Students discuss the question in pairs. Ask for examples in class feedback. Ask students why they think some people can't get the job they want.

2 LISTENING

a P2.9 Tell students that they are going to hear three people talking about finding work. Pre-teach the expression apply for a job in the Vocabulary support box. Play the recording for students to listen for general meaning and answer the first question. If you wish, give students information from the Culture notes below. Then play the recording again to choose the most and least positive of the people. First, check students understand the meaning of *positive* by giving two people's comments, e.g. A: It rained today but I'm sure it will be really nice tomorrow. B: It rained today and I think it's going to rain again tomorrow, and be cold. Elicit which person is positive (A) and which is negative (B). Play the recording again. If necessary, pause after each speaker and ask if that person is positive or negative. Encourage students to justify their answers. Can they remember things that the speakers said that sounded positive or negative?

They are at a careers fair. most positive: Marco; least positive: Sara

At the end of this lesson, students will be able to:

- · use a vocabulary set related to jobs
- use will and might for predictions
- understand people talking about finding work
- read and understand a text about jobs in the future
- · make predictions about jobs in the future

Audioscript

INTERVIEWER Are you enjoying the I Are you enjoying it today? careers fair?

- SARA It's not bad. It's good to meet people from different companies.
- I Are you looking for work at the moment?
- s Yes. But it won't be easy to find a job I'll enjoy. There just aren't enough jobs – you have to take what you can find. I applied for a job this week but I don't think I'll get an interview. They won't be interested in me, because I don't have any experience.
- Are you enjoying the fair today? MARCO Yeah, it's great. I'm sure I'll make some really useful contacts. There are people from some really interesting companies here.
- And are you applying for jobs at the moment?
- M Yes. I don't think it'll take long to find work. You never know ... I might get a job today! I know someone who found a job at an event like this last year.

- KATE Yes it's good. It's useful because I'm not sure what kinds of jobs I'm interested in.
- So are you looking for work at the moment?
- K Not yet. I'm still studying and then I'll try to get some work experience when I finish my course. After that I can start looking for a job. I might not get my perfect job, because not many people do, straight out of university.
- I And how do you feel about that?
- K Well ... I just need to pay the bills, you know. I can work my way up. I've got time! I'm sure I'll find some kind of work because I'm happy to do anything they'll pay me for.

VOCABULARY SUPPORT

apply for a job – to present yourself formally, usually in writing, and say you want an employer to give you a job pay the bills – to pay for electricity/shopping/rent, etc work experience - work (often unpaid) which people do for a company for a short time to learn about the job work my way up – to progress through different jobs



CULTURE NOTES

A careers fair is an event where people can find out more about different companies and the jobs they offer. Employees are available to give information about their company and about career opportunities. These fairs are good for people looking for a job but they are also good for the companies as they can attract new people to work for them.

b 2.3 Read through the predictions with the class and play the recording again for students to tell you the reasons for each prediction. If necessary, do the first prediction together. Play the relevant section of the recording and ask: Why does Sara say that it won't be easy to find a job she'll enjoy? (There aren't enough jobs.) Play the recording for the class to find the other reasons. Pause to allow them time to note down their answers and then check answers as a class. Their answers don't need to be the exact words the speakers used.

Answers

- 1 There just aren't enough jobs you have to take what you can find.
- 2 They won't be interested in me, because I don't have any experience.
- 3 There are people from some really interesting companies here.
- 4 I know someone who found a job at an event like this last year.
- 5 Not many people do, straight out of university.
- 6 I'm happy to do anything.
- Discuss the question as a class. If nobody in the group has been to a careers fair, give students two or three minutes to agree with a partner on three things they would do/will do next time they are searching for a job and take feedback from the class.

3 GRAMMAR

will and might for predictions

a Books closed. Draw a table with two columns. One column has the heading: I'm 100% sure and the other has Maybe as the heading. Read Marco's sentences from 2b to students. Say: I'll make some really useful contacts. Ask students if Marco was sure about this, (Yes) and which column you should put a tick in (I'm 100% sure.) Then read Marco's next sentence: I might get a job today! Repeat the process and tick the Maybe column. Now read Kate's sentences from 2b: I might not get my perfect job. (Maybe) I'll find some kind of work (I'm 100% sure). Open books. Students do the task individually. Check answers as a class.

Answers

More

b Students read the information in Grammar Focus 5B on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 5B on SB p.151. Check answers as a class. Tell students to go back to SB p.50.

Answers (Grammar Focus 5B SB p.151)

- a 1 'll 2 might not 3 will; might 4 won't; might 5 might; won't 6 'll; might 7 might; might not
- b 1 might go 2 'll/might 3 I'm sure 4 won't rain 5 might buy 6 I'm sure I'll / I think I might
- 7 might not arrive 8 I don't think I'll pass / I might not pass
 Are you sure you'll enjoy it? 2 Do you think she'll leave?
- c Are you sure you'll enjoy it? 2 Do you think she'll leave? 3 ... think it will cost? 4 ... think they'll tell us?
- 5 ... we'll finish on time? 6 ... I'll get an interview?
- d 2 3 4 6

LANGUAGE NOTES

Most modal verbs form their negative by adding *not*, which is then contracted, e.g. can - can't, must - mustn't. With might, it is possible to use the contraction mightn't but it is more common to use the full form – might not.

C Asks students to look again at the worries in 1b and read through the example with the class. Elicit more possible responses from the group. Write on the board: You might not find a job you enjoy, but you might ..., you will ..., you won't ... and ask for possible endings (e.g. you might make some useful contacts; you might get some ideas; you will see what possibilities there are; you won't miss any opportunities, etc.). Individually, students write positive responses to other worries and compare their ideas with a partner. Check the answers with the class.

Suggested answers

You might find a really good job. You might meet someone who can help you. You'll learn a lot, anyway.

I'm sure you won't. I'm sure you'll be fine. You'll be OK, don't worry. I'm sure you'll know all the answers. You might not answer them all, but you'll know most of them. Just take your time and think. You'll be OK.

d Divide the class into pairs and assign A and B roles. If Student A has a job, Student B reads the instructions on SB p.130. If Student A doesn't have a job, Student B reads the instructions on SB p.128. Student B asks Student A the questions about their future. Encourage students to give full answers and to add extra information. Monitor and help where necessary. Don't interrupt fluency unless students make mistakes with the use or forms of will or might. Then the pairs swap roles and Student A asks the questions to Student B.

4 VOCABULARY Jobs

a In pairs students, find the jobs in the pictures. Check answers as a class. Students say if they know anyone who does these jobs and if they enjoy them.

Answers

computer programmer: c carer: a shop assistant: d postman: b builder: e

b Students complete the exercises in Vocabulary Focus 5B on SB p.136. Play the recording for students to check their answers to Exercise a, and monitor conversations in Exercise c. Tell students to go back to SB p.51.

Answers (Vocabulary Focus 5B SB p.136)

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1 f 2 k 3 d 4 i 5 a 6 c
7 e 8 l 9 g 10 j 11 h 12 b
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- c Pronunciation Play the recording and try to elicit the /ʃ/ sound from the students. Then play it again, stopping after each word for students to repeat.
- d ②2.14 Give students a minute to repeat the words to themselves and identify which ones they think have the /ʃ/ sound. Then play the recording for them to check their answers, then listen and repeat the /ʃ/ sound.

Answers

qualifica<u>ti</u>on informa<u>ti</u>on ma<u>ch</u>ine

e Students practise saying the words as a group.



LOA TIP DRILLING

Students repeat the words as a class but to provide variety and keep focus, occasionally nominate a student to repeat individually, e.g. Say: qualification: Miquel. Miguel says: qualification. Say: Everyone: qualification. Everyone says: aualification.

EXTRA ACTIVITY

Play a vocabulary game to practise job vocabulary. Write three jobs on the board with every other letter missing: _c_o_n_a_t/_a_k_r/_l_c_r_c_a_ .

Students guess the jobs (accountant, banker, electrician). In pairs, they do the same activity with other jobs from Vocabulary Focus 5A on SB p.136.

5 READING

- a Ask students to look at the title of the article and predict what the article might be about. (It's about jobs that might or might not disappear in the future.) Then students discuss the two questions in pairs. Ask students to share their ideas with the class and write them on the
- Students read the article to check if any of the ideas on the board are mentioned.

jobs that might disappear; shop assistant, postman, builder jobs there will be more of: computer programmer, carer

VOCABULARY SUPPORT

arque (B1) - to disagree

carer - a person whose job it is to look after people effect (B1) - result

predict (B1) - say that something will or won't happen in the future

c Students read the article again to find out what will happen because of the things in the list. They should do this individually and then compare answers. Check answers as a class.

online shopping: there will be fewer jobs for shop assistants sending emails: there will be fewer jobs for postmen and post office staff

digital photos: there will be fewer jobs for photo processors 3D printers: there will be fewer jobs for builders environmental problems: there will be a lot of new 'green' jobs living longer: we'll need (more) carers

studying online: there will be jobs for people to create and organise courses

CULTURE NOTES

People in the UK enjoy Internet shopping. In 2014, 6 out of 10 adults used the Internet to buy goods or services. Around 30% of online sales were made from smartphones and

A 3D printer can make an object of almost any shape from a virtual 3D model. The technology is being used in medicine to make replacement bones. Medical researchers also hope to use the technology to replace skin and organs, such as kidneys. A company in China started printing houses in 2014 using a mixture of cement and construction waste. Most 3D printers make objects out of plastic and it is now possible to buy a 3D printer to make common household objects at

Carers care for people who are unable to look after themselves usually because of illness, disability or old age. The UK has an ageing population. The UK government estimates that the numbers of people between the ages of 65 and 84 will increase by 39% by 2032. The current life expectancy in the UK is around 79 years for men and around 83 years for women.



FAST FINISHERS

Fast finishers can think of additional kinds of jobs that might disappear, and why. Check their ideas as part of the feedback.

6 SPEAKING

- a In small groups, students discuss the predictions. Encourage them to give reasons. Monitor for any language errors and discuss these with the class after the activity.
- **b** Individually, students write three predictions of their own. To help them think of ideas, write key words such as food, money, houses, travel, weather, clothes, free time, music on the board and tell stuents to choose three to make predictions about.
- Ask students for their predictions and let the class say whether they agree or not, and why.



EXTRA ACTIVITY

In pairs, students make predictions about what their partner will do at work or in their studies over the next few days. Tell students to check whether the predictions came true in the next lesson!

ADDITIONAL MATERIAL

- Workbook pages 5B
- Photocopiable activities: Grammar p.213, Vocabulary p.237 Pronunciation p.273

Everyday English I'll finish things here, if you want

☑ OPTIONAL LEAD-IN

Books closed. Write the following situations on the board: on a bus, in a supermarket, at an airport, in the street, in a hospital. Put students in pairs and ask them to list what kind of help people might need in these places. Give an example: On a bus, someone might need help with their shopping bags. Ask students to share ideas with the class and put them on the board as students might refer to these later in the lesson.

1 LISTENING

- a Tell the class about a time when someone asked you for help (make up a story if necessary), then say: When was the last time someone asked you for help? What did you do? What did you say? Ask students to tell their partner. After a minute or two take feedback from the class. Ask individual students what their partner said.
- Ask students what has happened in the story so far. Check that they remember that Tina helps Rachel in her shop. Then ask them to look at the picture of Rachel and read the text message. Answer the questions as a class.

Rachel is worried/anxious. The text is from Annie. Annie has had some bad news.

c 2.15 Read through the questions with the class. Students might be able to guess some of the answers based on the text message. Play Part 1 of the video or play the audio recording for students watch/listen and answer the questions. Check answers as a class.

- 1 go and see Annie
- 2 finish the work
- 3 Tina will have too much work and won't be able to leave early.
- 4 Rachel will tell Tina what she has to do and Tina will make a list.

Video/audioscript (Part 1)

RACHEL Oh, dear

TINA Is everything OK?

- R I'm not sure really. I've just got a text message from my friend Annie. Do you remember her?
- T Yeah, of course.
- R Yeah, well she says she's had some bad news and she needs to talk to me.
- T Oh dear. I hope she's OK.
- R Hmm, I'd better give her a ring. Or maybe I should go and see her.
- T Yeah, maybe you should. I'll finish things here, if you want.
- R But I can't leave you here on your own.

- T I'll be fine! Don't worry about it.
- **R** But we've still got so much to do.
- T Oh, it doesn't matter. Honestly, I'll be OK.
- R I don't want to leave you with too much work. It doesn't seem very fair. It means you won't be able to leave early today.
- T Oh, never mind. Look, why don't you tell me what we still need to do? And I'll write a list. Then you can go and see Annie.
- R OK, well if you're sure.
- T Of course. It's no problem.
- R Well, ...

VOCABULARY SUPPORT

fair (B1) - right

it means (B1) - the result will be

on your own - alone, by yourself

At the end of this lesson, students will be able to:

- · understand a conversation where someone is making offers and suggestions
- uses phrases to apologise and offer reassurance
- make offers and suggestions
- understand and pronounce schwa /ə/
- · use appropriate language to organise an event

d Elicit from the class what they would do in Rachel's situation – call or visit? Encourage students to give reasons and justify their answers.

2 CONVERSATION SKILLS Reassurance

2.15 Ask if anyone in the class can tell you what reassurance means. If they can't, don't explain but play the recording again for students to do the matching task and then elicit the meaning. Check answers as a class. Model the reassuring sentences a-d for students to practise the intonation.



LOA TIP ELICITING

To elicit reassurance, ask: What is Tina trying to do when she says these things? (Answer: make Rachel feel better/stop Rachel worrying) Tell the class: When we want to tell people not to worry and that things will be OK, we use the verb ... (reassure) Do you know the noun from this verb? (reassurance) Write these examples on the board: We give reassurance that things will be all right when people are worried or unhappy. Tina reassured Rachel that everything was fine.

Answers

1 c 2 d 3 a 4 b

b 2.16 Elicit from the class that Tina uses the expressions to reassure Rachel. Play the recording for students to listen and repeat the reassuring expressions. Explain that intonation and tone of voice is very important to sound reassuring in English and tell students to try to pay special attention to imitating the intonation (voice falls at the end of the sentence).

to reassure / to give reassurance to Rachel

c Go through the situations to check understanding with the class. Look at the example for the first one and elicit other ways they could apologise in this situation writing suggestions on the board for students to use: I'm afraid I can't ... I'd love to ... but unfortunately I can't ... It's a shame but it's going to be impossible for me to ... In pairs, students take turns to apologise and give reassurance. Monitor and give help and ideas where necessary. Nominate students to role play their conversations to the class. If they didn't include an excuse in their original exchanges, ask for examples of excuses now in feedback.



FAST FINISHERS

Ask fast finishers to choose one of the situations and develop it into a longer conversation, adding detail and extra questions.

3 LISTENING

2.17 Before looking at the task, tell students that in Part 2 of the video Rachel and Tina talk about the jobs Tina will have to do. Ask what they think the jobs will be. Then look through the list of jobs with the class and check their ideas. Play Part 2 of the video or play the audio recording for students to tick the jobs Tina will have to do. Check answers as a class. Ask why Tina doesn't have to do jobs 3 and 5. (They'll have time to do it tomorrow morning. The bag isn't full.)

Answers

1, 2, 4, 6

Video/audioscript (Part 2)

RACHEL Right, and after that . . . TINA Shall I finish off those flowers? The ones you were doing?

- R OK. That would be great.
- T And would you like me to prepare some of the orders for tomorrow?
- R Yeah. You could start with that order for Mrs Thompson, because she's picking it up early. **c** Well, actually, it's for my
- R And then maybe you should start on the order for that big birthday party.
- **R** Actually, no we can do that tomorrow morning – we'll have T Rachel – why don't I deal with time.
- R OK, I think that's everything. Oh, T Yes! Just go! when you leave, you'll need to **R** OK – bye! put the alarm on. I'll write down c Oh, bye. the code for you.
- **T** OK. Oh do you want me to take **c** Three dozen, please. out the rubbish when I leave?
- **R** Er, no, don't worry. The bag's not full yet. I'll do it tomorrow.
- T OK, fine.

- R OK, great. I'll text Annie to say I'm coming.
- T Oh, how about taking her some flowers? That'll cheer her up.
- R Good idea ... Oh, hello. How can Thelp?
- **CUSTOMER** Hi, yeah.Er, I just wanted to make an order for some flowers
- R Of course. What would you like?
- daughter's wedding. So ... er ... some red roses ...
- c Some white roses ...
- R Hmm hmm.
- c Some lilies ...
- R Are you sure?

- T So, that was some red roses ...
- T Three dozen
- c Er, white roses, three dozen.
- T OK.
- c Lilies, two dozen ...

VOCABULARY SUPPORT

alarm (B1) - security/protection for a building

dozen (B1) - twelve

lilies - big white flowers

4 USEFUL LANGUAGE

Offers and suggestions

a D2.18 Tell students that Tina makes several offers and suggestions about what she can do to help Rachel. Individually, students see which of the offers and suggestions they can complete from memory and compare ideas with a partner. Then play the recording again for students to complete any remaining gaps. Check answers as a class.

LANGUAGE NOTES

We can use Shall I ...? for offers, but not Will I ...?

Answers

1 I'll 2 don't 3 Shall 4 like 5 could 6 should 7 me 8 about 9 don't

b Ask students which of the sentences they think are offers and which are suggestions.

Answers

102530405565708590

Put the phrases from the word box in 4c on the board. Tell students to imagine that their friend is having problems remembering new vocabulary from their English class. Elicit some offers and suggestions from the class using the phrases on the board. Make sure that they use the correct verb forms after the phrases, e.g. Why don't you write down all the new words in a notebook? How about trying to use some of the words when you talk? Maybe you should look at the new words every evening. In pairs, students think of offers and suggestions to give to people in situations 1–4. Look at the example for the first one with the class. Circulate and prompt where necessary. Ask for examples in class feedback and see how many different suggestions the class found for each situation. Vote on the best suggestions.

Suggested answers:

- 1 I'll lend you my umbrella, if you like.
- Why don't I help you? Maybe you should ask your boss for more
- 3 I'll cook something, if you want. Why don't we try a new
- Would you like me to lend you some money? Maybe you should go to the police station.

5 PRONUNCIATION

Sentence stress: vowel sounds

a P2.19 Ask different students to read sentences 1–4 and identify whether they stress the modal verbs or not. Don't tell them if their pronunciation was correct or not at this point. Play the recording for students to listen to the sentences and answer the question. Model the sentences for students to repeat.

Answers

2.19 Students listen again to identify the vowel sound individually. Check the answer as a class. It doesn't matter if students don't know or can't remember schwa accept their answer if they make the appropriate sound.

Answers

/ə/ (schwa)

c Model the sentences for students to practise them, paying attention to schwa in the modals.

6 SPEAKING

a Elicit some examples of things people need to organise, e.g. a meeting, a party, an evening out, a holiday, a day trip. Ask students: Are you good at organising events? Tell students that they are going to organise something in small groups. Divide the class into groups of four and read through the two options with them. They need to choose which event to organise. If your class are not in work, the party option will probably be better for them. The groups discuss the options and give you their choice.

- **b** In pairs (within their groups), students add three more things to the list of things to do for their event.
- c Students discuss their ideas in their groups. The group decides if they should be added to the original list. Then they make offers and suggestions to decide which person in the group will do each job. Tell students that they will have to discuss details such as: What time shall we start the meeting? Monitor and note down any common errors to deal with during feedback. Take feedback and ask for examples of what the groups organised.



EXTRA ACTIVITY

In their groups, students design and write invitations to send out for their event. This can be a party invitation or an email. They can exchange these with students in another group and write replies. If appropriate, put some examples on the classroom wall.

EXTRA ACTIVITY

Ask students: When was the last event that you organised? What did you have to do? Was the event a success? Students discuss the questions in pairs.

ADDITIONAL MATERIAL

- Workbook 5C
- Photocopiable activities: Pronunciation p.274
- **Unit Progress Test**
- Personalised online practice

Skills for Writing I am writing to apply for a job

OPTIONAL LEAD-IN

Books closed. Think of a part-time or summer job you have had or imagine one. Describe one or two things you did in that job. Can students guess the job?

1 SPEAKING AND LISTENING

a In pairs, students tell each other about a summer or part-time job they have had. Ask one or two students to report back to the class. From this feedback, put the names of different part-time and summer jobs on the board. Brainstorm any more that students can add, e.g. waiter, waitress, newspaper delivery boy/girl, baby-sitting, child minding, shop assistant. If you wish, give students information from the Culture notes below.



CULTURE NOTES

Students might have different rules about part-time work for students in their countries. In the UK, the youngest age a child can work part-time is 13.

EXTRA ACTIVITY

Tell students that 20% of teenagers in the UK have a Saturday job. Ask students: Is a part-time job a good thing for students? In pairs, students think of advantages and disadvantages of a summer or part-time job for teenagers, (e.g. advantages: gaining experience of working life, learning about money; disadvantages: bad for your studies, students should relax or do extra studies in their holidays.) Students decide if they think part-time jobs are a good or bad thing overall. Take a class vote. Multi-lingual classes could also compare their own countries.

b Ask students to look only at the headings of the job adverts and tell you what jobs they think will be advertised. Students read the adverts quickly to check their ideas. Then ask students to read the adverts more carefully to answer the questions.

Suggested answers

- 1 barista, assistant at Saveco
- 2 barista, assistant at Saveco
- 3 barista, assistant at Saveco
- 5 sales assistant at Electrostores
- 6 barista

VOCABULARY SUPPORT

barista - someone who makes and serves coffee conditions (B1) - hours/holidays/working environment of a job situation vacant - a job is available superstore - very big shop

Students talk about the questions in pairs. Check their preferences and answers as a class. See which job is most popular and which is least popular in the class.

At the end of this lesson, students will be able to:

- · read and understand adverts for jobs
- understand people talking about summer jobs
- read and understand a job application
- · organise an email
- · write a job application

d Play the recording for students to listen for general meaning and identify which jobs Penny and John are talking about and what they think about them.

- 1 barista, general assistant (at supermarket)
- 2 John recommends a barista job because you can get tips and training. A supermarket job isn't good because it's tiring with

Audioscript

PENNY Are you working this summer?

JOHN Yeah, I've got a job in a café, J It depends. I can sometimes same as last year. How about

- P I don't know. I usually work in a supermarket, but I don't like it much. It's so tiring and you have to start really early in the morning. I might look for a different job this summer. What's working in a café like?
- J Oh, it's good. It gets quite busy, so you need to be good at working really fast. But I like
- P Well, that's the same as a supermarket.
- J Yeah. But it's good fun, too. You're working in a team and you meet lots of people. It's
- **P** Is the pay good?
- J Not bad and you can sometimes make quite a lot from tips.

- P Really? How much do you make in tips?
- make £20 in one day!
- P Wow! That sounds good.
- J It's not always that much though. Listen, why don't you apply for a job? I'm sure they'll give you one. They're always looking for new people.
- P Yeah, I don't know. I've never worked in a café. I don't know anything about it.
- J Oh, that doesn't matter; they'll give you training. You don't need to know anything.
- P Really?
- J No, you just have to smile a lot and be nice to people. It's easy.
- P Hmm, OK. What are they called?
- J Cuba Coffee Company, they've got a website.
- P OK thanks, I'll have a look tomorrow, update my CV and
- J Great good luck!
- e 2.20 Play the recording again for students to choose the correct alternatives. Check answers as a class.

1 has 2 likes 3 sometimes 4 hasn't 5 is



EXTRA ACTIVITY

Read the conversation and stop at different points to see if students can complete the sentences: I've got a job in a café, same (as last year) It's so tiring and you have to (start really early in the morning) Students can also practise this in pairs, taking turns to read parts of sentences from the script.

2 READING

Ask students to imagine that they are applying for the barista's job. In pairs, they should think about what they would include in a job application. Put their ideas on the board and then ask them to read Penny's application and check their ideas. Go through questions 1-4 and the answers as a class.

CULTURE NOTES

Manchester is a city in north-west England with a population of half a million. The urban area surrounding Manchester has a population of 2.5 million and is the second-largest urban area in the UK. Manchester was the world's first industrial city and is home to the world's first railway station as well as the internationally famous football teams Manchester United and Manchester City. The University of Manchester is one of the largest universities in the UK with around 38,000 students.

- 1 F She tells them she has worked in a supermarket before.
- 2 F She saw it on their website.
- 3 F She can work in August and September.

VOCABULARY SUPPORT

attach (B1) - to send something with an email

3 WRITING SKILLS Organising an email

a Ask students to read the email again and match the numbered parts with the points below. Check answers as a class. Students cover the email and tell you phrases Penny used in each section.

Answers

- 2 says why she's writing
- 6 asks for more information about the job
- 5 describes documents she's sending with the email
- 1 opens the email
- 7 closes the email
- 4 says why she wants the job and describes her experience
- 3 says what she's doing now and when she can work

VOCABULARY SUPPORT

document (B1) - something you've written on a computer

b Read through the task and sentences with the class and ask them for the answers.

Answers

what you are doing now: 3, 4 past jobs: 2 skills: 1.5

c Students complete the sentences. Check answers as a class.

1 for, of 2 at 3 of, of, in 4 to



CAREFUL!

Point out the use of the present continuous with write: I am writing to apply for a job. and the present simple with look forward to: I look forward to hearing from you.

LANGUAGE NOTES

To give a more formal style to letters and emails like these, it is better not to use contractions. The ending: I **look** forward to hearing from you. is a standard phrase. In formal and semiformal letters/emails, it is always used in the simple form, e.g. I am looking forward to ... (Correct form = I look forward to ...).

d Tell students that now they need to put the paragraphs of another email in the correct order. Allow them to do this in pairs and then check answers as a class.

Answers

Dear Sir/Madam, I am writing to apply I am currently ... I would like to work for your company ... I attach a copy of my CV. Could you send me ... I look forward to ...

4 WRITING A job application

- a Read through the different jobs advertised and ask which jobs students like the sound of, and why. Elicit what kind of experience would be useful for each of the jobs, e.g.
 - A You like explaining things to people; you know your area well.
 - B You have done a lot of child-minding; you have lots of brothers and sisters.
 - C You've worked in a restaurant before; you've done delivery work before.

Go through the checklist of what students need to include in their email. Give students some time to plan their email. Monitor and help where necessary. Students write their emails. They can check through their finished emails with a partner to see if there are any mistakes in grammar, organisation or vocabulary.

b In groups, students read each other's applications and decide which students should get the jobs, and why. Ask for their decisions and reasons in class feedback.



(CAREFUL!

training is used in the singular, e.g. I need a lot of trainings for this job. (Correct form = I need a lot of training for this job.)



FAST FINISHERS

Fast finishers can choose another job to apply for and write that email, too. Or they could add more information to their original email, including some information that is not true. Later during feedback, the class have to guess which information is not true.



LOATIP REVIEW AND REFLECT

Close books. In pairs, students talk about what they have learned and can remember about writing a job application. Take feedback and ask if they are more confident about writing emails like this now.



EXTRA ACTIVITY

Students work in pairs or small groups to write an advert for another job. They swap adverts with another group or pair and write the application for that job.

ADDITIONAL MATERIAL

Workbook 5D

UNIT 5

Review and extension

1 GRAMMAR

a Students do the task individually. Check answers as a class.

Answers

1 c 2 b 3 a 4 a 5 c



Write on the board some instructions for students during this lesson: Don't use dictionaries during the lesson. You're allowed to work with a partner if you want to. You don't need to answer all the questions on the page very quickly. Ask students to rewrite the sentences using modals from this unit. (You mustn't use dictionaries. You can work with a partner. You don't have to answer the questions very quickly.) Check answers and elicit other things you, the teacher, might say to the class during the lesson, using the same forms.

b Students match the sentences and meanings. Check answers as a class.

1 a 2 b 3 c 4 a 5 c

Students tell their partners which sentences are true for them. They should then make more predictions about their own future lives over the next five years. Ask students to share their predictions with the class.

EXTRA ACTIVITY

In pairs, ask students to think of rules for an airport. Check their ideas and put suggestions on the board. Ask the class if they think these are good rules for an airport, and why they might be used.

2 VOCABULARY

a Before looking at the task, go round the class and ask each student to name a different job. If a student can't think of one, they drop out. The last student remaining is the winner.

Students complete the sentences. Check answers as a class. Ask students to add another comment for each person, e.g. vet: I also like science subjects.

vet 2 carer 3 journalist 4 accountant 5 hairdresser 6 politician 7 IT worker

- Ask students to give you their opinions. Encourage them to give reasons as far as possible.
- c Students match the sentence halves individually. Check answers as a class.

Answers

1 b 2 d 3 a 4 c 5 e

3 WORDPOWER job and work

a Write the words WORK and JOB on the board and tell students that we use the words in different ways. Ask for some examples from the class of sentences with WORK (as a noun and verb) and others with JOB. If students can't think of examples, put these sentences on the board and ask students to complete them: My dad isn't at home, he's at (work) Is your new ... easy? (job) No, it's a lot of hard (work) Do you help out round the house? Yes, I do lots of ... at weekends. (jobs) I can't write my emails because my computer isn't (working)

Ask students the question. Tell them: We can't say 'a lot of works', but we can say 'a lot of jobs'.

Answers

1 countable 2 uncountable

b Students do the matching task individually. Check answers as a class.

Answers

1 b 2 d 3 c 4 a

Students match the sentences and replies. Check answers. Ask questions and students to reply: What do you know that isn't working at the moment? (e.g. my laptop / the drinks machine, etc.) Ask: What have you tried doing recently that worked? (e.g. I've found a new shortcut on my computer. It really works!) Ask: Have you worked out how to do anything difficult recently? (e.g. I've worked out how to use a new app on my phone.)

Answers

1 b 2 c 3 a

d Students complete the sentences. Check answers as a class.

Answers

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1 work 2 job 3 work 4 job
5 work 6 work 7 work 8 work
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- Students write their own endings for the sentences.
- Students compare sentences with a partner. Ask for examples in class feedback.
- Photocopiable activities: Wordpower p.256



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.