

# 18 The world of work

## Unit profile

**Vocabulary:** Work  
**Reading:** I'm in charge  
**Grammar:** Second conditional  
**Vocabulary:** Suffixes: -er, -or, -ist, -ian  
**Listening:** Understanding problems  
**Speaking:** Discussing options

## Warmer

Put students into teams to brainstorm a list of jobs. Tell them to write one job for each letter of the alphabet, e.g. actor, builder, cleaner (they probably won't be able to think of a job for every letter, but they can have fun trying!). Set a strict time limit for this. Students exchange papers with another team. Ask one of the teams to read out the list they have in front of them, and ask the other teams to add any additional words. Write the jobs on the board, awarding a point for any job that no other team has thought of.

## Your profile

Ask students to discuss the questions in small groups. Tell them to talk about people they know who do exciting, difficult or dangerous jobs, and to discuss their dream job. Invite each group to tell the class about the people they discussed. Find out how many students in the class are interested in doing the same job, and if there are any jobs students would not like to do.

## VOCABULARY Work

- 1 2.23 Ask students to look at the photos and elicit which jobs they show. Tell them that they are going to hear eight people talking about their jobs. Explain that the people will not say the name of the job, so they must listen carefully to their descriptions and then match them to a photo.
- Play the recording for students to do the matching exercise. Allow them to compare their answers with a partner before checking as a class.

### Audioscript

**Narrator: 1**  
 Most of my work is in the evenings or at weekends. I like playing with the children, especially doing creative things. They usually behave well, but sometimes they think that because their parents are out, they can do what they want! It isn't fun then!

**Narrator: 2**  
 I love sport, and I love teaching, so this job is really ideal for me. I usually work with groups of about 20 children. We practise some skills, like running with the ball, and then they have a match. They love that!

**Narrator: 3**

I'm very proud of what I do. It's a dangerous job, and it's very hard physically, especially when there's a big fire and we have to go in with all the special clothes and safety equipment. It feels good when we've finished a job, though, and made a place safe again.

**Narrator: 4**

I've always loved animals, so I knew this was the job I wanted to do. It's great when you see they're getting better, and their owners are always so happy! A lot of the time I work with dogs and cats. Dogs are amazing animals!

**Narrator: 5**

I started helping my dad work on his car when I was about seven or eight, and I always really enjoyed it, so when I left school it just seemed like the obvious thing to do. Yeah, it's a dirty job sometimes, but I love it.

**Narrator: 6**

This job is actually a lot more stressful than people think. Everyone thinks that it's the actors who do all the hard work, but in fact I'm the person who makes most of the decisions. It's a lot of pressure!

**Narrator: 7**

I never wanted to sit in an office all day. I prefer being outside, doing things with my hands. We're building places for people to live and work in, and that's pretty cool!

**Narrator: 8**

When I tell people what my job is, they always say: 'Oh, are you on TV? Do you interview famous people?' Unfortunately, the answer is no. I work for a local newspaper, and most of the stories I deal with are just small, local stories. But I hope that one day I might work for a TV company.

## Answers

1 g 2 b 3 h 4 f 5 d 6 e 7 c 8 a

- 2 2.24 Tell students to look at the words in the box. Ask them to compare the list to the one they made in the Warmer.

Drill pronunciation, paying attention to *lawyer* /'lɔɪ.ər/ and *musician* /mju:'zɪʃən/, but don't check meanings at this point. Put students into pairs to match the jobs to the photos.

Point to each photo and ask students to call out the job. Then play the recording for them to listen and check their answers.

### Audioscript

<b>Narrator:</b> a	<b>Narrator:</b> e
<b>Speaker 1:</b> journalist	<b>Speaker 1:</b> film director
<b>Narrator:</b> b	<b>Narrator:</b> f
<b>Speaker 1:</b> coach	<b>Speaker 1:</b> vet
<b>Narrator:</b> c	<b>Narrator:</b> g
<b>Speaker 2:</b> builder	<b>Speaker 2:</b> babysitter
<b>Narrator:</b> d	<b>Narrator:</b> h
<b>Speaker 2:</b> mechanic	<b>Speaker 2:</b> firefighter

### Answers

a journalist b coach c builder d mechanic  
e film director f vet g babysitter h firefighter

- 3 Ask students to call out the remaining jobs from the box in exercise 2. Invite stronger students to provide definitions for them.

Put students into mixed-ability pairs to read the definitions and match them to the jobs. Check answers.

### Answers

1 a DJ 2 a model 3 a detective 4 a musician  
5 an author 6 a designer 7 a scientist

- 4 Model the activity by asking and answering the questions with a stronger student. Then put students into small groups to discuss the questions.

Monitor and help as they are working. Ask the first question and invite one of the groups to answer. They then nominate another group to answer the next question until all the questions have been answered.

## READING

- 1 Tell students to look at the photos and ask 'What can you see?'  
Then tell them to read the first paragraph and predict what the text is about. Ask what they think Takeover Day is.  
Set a short time limit for them to read the article quickly to check their predictions. Check answers.

### Answers

football coach, politician, headteacher

- 2 Ask students to read the questions and discuss what they remember about the text with a partner. Tell them to read the text more carefully and find the answers.  
Allow them to compare their answers with a partner, pointing to the section of the text where they found the information. Invite different students to give their answers.

### Answers

1 about 40,000  
2 football coach, model, musician, celebrity, journalist, radio DJ, film director, teacher, politician, Prime Minister, headteacher  
3 It gives young people experience in a wide range of jobs; Adults can learn from young people's opinions and fresh ideas.  
4 It was an unforgettable experience and he would do the job every day if he had the chance.  
5 It is a 24/7 job and there's no time for lunch.  
6 There were so many meetings and some of them went on for ages.

- 3 Ask students to cover exercise 3 and tell them to look at the highlighted words in the text. Put them into pairs and give each pair one of the words (the words will probably have to be repeated in a large class). Ask them to look carefully at the context and make up their own definition. Invite different pairs to read out their definition for the class to say which word they are describing.

Students then uncover exercise 3 and complete the exercise. Check answers.

Check understanding of any other new words in the text and discuss their meanings as a class. These may include *in charge* (the person who has control or who is responsible for someone or something), *chance* (the opportunity to do something) and *certainly* (used to emphasise something and show there is no doubt about it).

### Answers

1 a wide range 2 fresh 3 ages 4 nine-to-five job  
5 unforgettable 6 annual

## Talking points

Set a short time limit for students to work in pairs to think of some ideas in response to each question. Then hold a class discussion. Tell them to listen carefully to each other and to agree and disagree politely. Encourage them to ask each other what they think, and to help each other with vocabulary, if necessary.

## EP Word profile

Ask students to read the three sentences and then find them in the article. Tell them to look carefully at the context and think about the meaning.  
Put them into pairs to rewrite the sentences using different words but keeping the same meaning. Invite different students to read out their new sentences.  
Monitor as students complete the exercise on page 128. Check answers.

### Answers

1 been on holiday 2 have a go 3 is going 4 had gone  
5 went on 6 Go away

## GRAMMAR Second conditional

- 1 Books closed. Tell students about your dream job. Say, for example, 'I love being a teacher, but if I could have any job in the world, I would be a racing driver! If I were a racing driver, I would win lots of competitions and become rich and famous!'

Write the sentences on the board: *If I could have any job in the world, I would be a racing driver. If I were a racing driver, I would win lots of competitions.* Ask students what they notice about the verb forms and write the form of the second conditional on the board: *If + past simple, would + infinitive.* Leave this on the board for reference.

Ask 'Am I a racing driver?' (no), 'Do I want to be a racing driver?' (yes) and 'Can I be a racing driver?' (probably not). Then turn the sentences around ('I would be a racing driver if I could have any job in the world') and ask 'Does this mean the same?' (yes). Find out what students remember about using a comma in the zero and first conditional and explain that it is used in the same way in the second conditional.

Books open. Students read the example sentences and complete the rules in pairs.

Ask a stronger student 'If you could have any job in the world, what would you be?' The student answers using the second conditional, and then asks another student the same question and so on around the class.

→ Grammar reference Student's Book page 155

### Answers

a past simple; would b would

- 2 Ask students to read the sentence halves and explain that they have to match them. Tell them to look carefully at the verbs and *if* clauses and to choose the correct options.

Students work in mixed-ability pairs to complete the exercise. Monitor and help as they are working. Check answers. Invite a student to stand up and read out the first half of sentence 1. This student nominates another student to stand up and complete the sentence. Ask the class whether they think the sentence is correct. If it is incorrect, ask them to correct it. If it is correct, the first student can sit down. The second student reads out the first half of sentence 2 and nominates someone else to stand up and complete it. Continue until all the sentences have been read out.

### Answers

- 1 c You probably wouldn't earn much money if you became a musician.  
2 e I'd make thrillers if I became a film director.  
3 a Would you be worried if your dad was a firefighter?  
4 f If I were the headteacher of my school, lessons would start at 10am.  
5 d If I wanted to be a vet, what subjects would I have to study?  
6 b If Dad worked nine-to-five in an office, he'd get very bored.

- 3 Refer students to the form of the second conditional again on the board. Elicit the pattern starting with *Would* (*Would* + infinitive, *if* + past simple) and add this to the board.

Ask them to work individually to complete the sentences. Monitor and help as they are working. Allow them to compare answers with a partner before checking as a class.

### Answers

- 1 would sleep better; did 2 failed; would; say  
3 didn't take; wouldn't have 4 would finish; didn't waste  
5 could; would choose 6 Would; be; didn't give

- 4 Tell students to look at the example sentence. Ask two or three students to complete it in a different way. Then brainstorm an example idea for each of the sentences.

Students complete the exercise individually.

Monitor as students discuss their answers with a partner. Give positive feedback for interesting answers and the correct use of the second conditional.

- 5 Invite different students to tell the class about their partner, as in the example.

### Extension activity

Tell students what you would do if you were a billionaire. Say, for example, 'If I were a billionaire, I'd build an enormous house. If I built an enormous house, I would invite all my friends to live there.' Then invite a student to continue the story, starting with your final idea. Prompt them by saying 'If all my friends lived in my house, I ...' for the student to continue.

Continue around the class with each student repeating the last idea and adding one of their own. Ask the rest of the class to help if anyone is struggling. Ask the last student to complete the story.

### Corpus challenge

Ask students to read the sentence, written by a student. Ask them to look at the sentence and elicit what kind of sentence it is (a conditional).

Tell them that there is one mistake in the sentence. Ask them to work in pairs to decide what the mistake is. Invite a student to say what the mistake is and why it is wrong (the sentence is about an unlikely situation in the future, so the second conditional is needed). Ask another student to correct the mistake.

### Answer

If you met her, you would really like her.

## VOCABULARY Suffixes: -er, -or, -ist, -ian

- 1 Quickly review the list of jobs from exercise 2 on page 102. Then ask students to read the sentences and look at the word endings in bold. Point out that *-er* and *-or* are pronounced in the same way /ə/. Explain that there is no particular reason or rule for why the endings are different.

Put students into pairs to read the words and decide which ending to use to make new words for people. Check answers. Point out that single syllable words with consonant-vowel-consonant pattern (like *runner*) double the consonant before adding the ending.

Ask whether they can think of any other jobs with the different endings (for example, *dentist*, *waiter*, *doctor*, *technician*).

### Answers

artist, cleaner, musician, receptionist, runner, visitor

- 2** Ask students to look at the words and example. Tell them that they have to briefly describe what each person does. If they aren't sure of any of the words, ask other students to explain them.

Students complete the exercise in pairs. They can write funny definitions if they wish. Invite different students to read out a definition for the class to match to one of the people.

### Fast finishers

Ask fast finishers to write down two other nouns for people and give them to another fast finisher to write the definitions. They can then test the class.


### Possible answers

- 1 takes part in a competition
- 2 is an expert who studies or works in one of the sciences
- 3 likes a particular football team and wants them to win
- 4 doesn't eat meat or fish    5 plays the guitar    6 writes novels
- 7 acts in TV programmes
- 8 is the player who stands in the team's goal to try to stop the other team from scoring

- 3** Quickly revise the pronunciation of the people in exercise 2. Then mime one of them for the class to guess. Only accept answers which are pronounced correctly.

Students take turns to stand up and mime one of the people for the class to guess. They then nominate another student to take a turn. This activity could also be played in small groups. Alternatively, call out one of the people and ask the whole class to mime an action.

## LISTENING

- 1**  **2.25** Tell students that they are going to hear Matt and Jess talking about money and jobs. Ask them to predict what their problems might be and who they are asking for advice.

Play the recording for them to listen and check.  
Feed back as a class.


### Audioscript

**Narrator:** 1  
**Jess:** Hi, Ali.  
**Ali:** Hi, Jess. You sound a bit miserable. What's up?  
**Jess:** It's money. I've never got any. I'm always asking my parents for more.  
**Ali:** What about getting a job at the weekend? My sister's a babysitter for our neighbours on Saturday nights. I was thinking about doing something similar. Maybe in a year or so.  
**Jess:** The problem with that is my parents might say 'no'.  
**Ali:** Explain to them that you don't want to ask them for money all the time ... And if that doesn't work, maybe they've got some jobs you could do. You know, cleaning, cooking or stuff like that. For money, of course!  
**Jess:** Thanks, Ali. That's great advice. I'll speak to them tonight about it.

**Narrator:** 2  
**Matt:** Mrs Elson. Please can I ask your advice about something?  
**Mrs Elson:** Of course, Matt. How can I help?  
**Matt:** I've got to choose ten subjects to study next year. And I'd like to choose the best subjects for my future. But ...  
**Mrs Elson:** ... you're not sure what you want to do?  
**Matt:** Um, no. That's not the problem. I know that I'd really like to do a film degree. So I guess I just want to choose the best subjects for that.  
**Mrs Elson:** What about doing some research online? There's probably lots of information there.  
**Matt:** Yes, you're right. I'll do that.  
**Mrs Elson:** And I know how much you love films, Matt. But if I were you, I'd choose a good mix of subjects. It's good to have lots of options in the future.  
**Matt:** I see what you mean. But I'm pretty sure about what I want to do.  
**Mrs Elson:** That's fine. But you may change your mind. And also, Matt ... Ten is quite a lot of subjects. Eight or nine might be better – especially if that means better marks.  
**Matt:** Maybe you're right. Thanks very much, Mrs Elson. You've really helped.

### Answers

Jess is asking Ali for advice as she never has any money.  
Matt is asking his teacher for advice as he doesn't know which subjects to study.

- 2**  **2.25** Ask students to read the sentences and decide whether they are correct or incorrect according to what they remember from the recording.

Play the recording again for them to listen and check their answers. Allow them to compare their answers with a partner before checking as a class.


### Answers

- 1 Incorrect. He might get a job in a year or so.
- 2 Incorrect. They might say 'no'.
- 3 Correct.
- 4 Incorrect. She will speak to them tonight about it.
- 5 Correct.
- 6 Correct.
- 7 Incorrect. Matt's pretty sure about what he wants to do.
- 8 Correct.

## SPEAKING Discussing options

- 1** Ask students to look at the pictures and say what is happening in each one. Ask 'What links the pictures?' (they are all weekend jobs which students could do). Find out whether anyone has a weekend job and what they do.

Put students into pairs to say which job they would prefer to do and why. Invite students to put their hands up for each job to find the most popular one.

- 2**  **2.26** Tell students that they are going to hear two friends discussing the jobs and saying which one they think would be best.

Play the recording and then check the answer.




### Audioscript

- A:** OK, let's talk about the jobs that this girl could do. What about walking dogs for people? That's pretty easy and probably quite fun.
- B:** I'm not so sure. It wouldn't be much fun in bad weather.
- A:** That's true. What about doing chores for people, like ironing and cleaning?
- B:** Well, it would be indoors, at least. But she might find it a bit boring.
- A:** Yes, you're right. And I think that working in an office doing photocopying and things might be boring, too.
- B:** That's true. She wouldn't enjoy that. I think gardening might be fun, when the weather's good, of course.
- A:** The problem with that is that it would be very hard work.
- B:** I agree. Working with young children might be better.
- A:** Yes. That can be easy, especially if the children are well-behaved. But it isn't very well paid.
- B:** Hmm. Maybe you're right. What about working in a restaurant? It might be fun, and she would earn a lot of money in tips.
- A:** Yes, that's a good choice.

### Answer

Working in a restaurant

- 3**  **2.26** Books closed. Write the headings from the *Prepare* box on the board. Put students into small groups to brainstorm any phrases they know for each one.


Invite students to share their ideas and write the phrases on the board.

Books open. Ask students to compare the phrases on the board to those in the *Prepare* box. Play the recording again for them to make a note of the phrases they hear.

Allow students to compare their answers with a partner before checking as a class.

### Answers

All of the phrases except *Maybe you're right* and *No, I don't agree*.

- 4**  **Preliminary** Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions, and a set of pictures as a stimulus for discussion. Students talk to each other for two to three minutes, expressing their own opinions about the situation.

Monitor as students discuss the jobs in exercise 1 in pairs. Give positive feedback when they use phrases from the *Prepare* box and for interesting ideas. Tell them that they have three minutes in which to reach a conclusion about which job the student should do. Feed back as a class.

### Sample answers

- 1 If she got a job as a dog walker, she would have to go out in all kinds of weather.  
If she got a job working in an office, she would have to do as she was told by the boss.
- 2 It would be tiring/annoying/fun to work as a childminder/gardener.
- 3 I think she would enjoy working in an office, because she would meet people.
- 4 I don't think she should do chores for people, because the work is too hard.
- 5 It would be a good idea to work in a café, because she would earn lots of money in tips.
- 6 I think she would enjoy gardening, because she would be outside.

### Project

Tell students that they are going to interview someone about their job. Brainstorm a list of questions and write them on the board. For example:

- What's your job?
- What time do you start and finish work?
- What do you have to do?
- How many breaks do you have? What about holidays?
- Do you enjoy your job?
- What's the best/worst thing about your job?
- If you could have a different job, what would you do?

Note: Explain that in some countries it is not polite to ask people how much they earn.

Students think about who they are going to interview.

Tell them to do some research online about the job before they interview the person.

Students conduct their interviews and make notes.

They could also film the interviews on their phones.

Students write up their interviews and print them out for others to read in the following class. Alternatively, the class could watch the recorded interviews.

Invite different students to say which job sounds the most interesting.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 155

Vocabulary list page 136

#### Video

Jobs

#### Workbook

Unit 18, page 72

#### Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks