

19 The world of work

Unit profile

Vocabulary: Work tasks

Reading: Work experience

Grammar: Different types of clause

Vocabulary: *as* and *like*

Writing: An informal letter or email (3)

Warmer

Put students into small groups and set a three-minute time limit for them to brainstorm as many jobs as they can. Draw three columns on the board, one for office jobs, one for active/outdoor jobs and one for 'other' jobs, but do not tell students these categories at this stage. Ask students to call out jobs and write them in the appropriate column. See if the class can suggest titles for the columns. Take a vote on the most popular types of job.

Your profile


Put students into pairs to exchange ideas and opinions. Monitor and encourage them to consider the jobs written on the board and to give reasons. Ask two or three students to tell the class about their partner.

VOCABULARY Work tasks

- 1 Read the instructions aloud and check students understand *work experience* (short-term, unpaid time spent learning about a job, often arranged in the UK for older pupils at schools). Ask students if they have ever done any work experience or if they know anyone who has. Discuss experiences as a class. Put students into pairs to guess the jobs. Monitor but don't over-correct for accuracy. Help students communicate their ideas. Check answers.

Answers

- a working in a shop b tree planting
- c working for a woodworking company
- d working backstage for a TV company

- 2  2.21 Tell students they will listen to four people talking about their work experience. Play the recording for them to match each speaker to a photo. Allow students to compare their answers with a partner before checking as a class. Alternatively, if you think the listening will be challenging, pause the recording after each speaker, check answers and ask students to report any words or phrases they remember the speaker using.

Audioscript

Connie: I had no idea about what to do for work experience and our careers officer at school hadn't arranged a place for me. In the end, I spoke to my uncle, and he persuaded the manager of a woodworking company to take me. They produce the wooden doors for new houses and I knew absolutely nothing about that, so I was a bit worried at the beginning. But everyone was very helpful. I spent time doing lots of different things in those two weeks, from 'hands on' working with wood and tools to calculating figures in the manager's office. It doesn't matter if the work experience isn't something you want to do as a career, because the important thing is getting out there and understanding what employees are actually doing.


Vera: At our high school, we had a two-week work experience this year and it was part of an international project, with the aim of planting over a million trees worldwide – we did our bit, and planted the 147 trees that were delivered to local parks. Before we started, we really weren't sure we could handle the work, but we needn't have worried as we were shown exactly what to do – how big a hole to dig, what kind of earth to add, and so on. They organised our programme really well and we were outdoors a lot, which was fun. At the end they gave us a certificate, which should be quite useful when we're applying for jobs, I guess.

Ali: I was really lucky because my work experience was in television. My dad runs a TV production company and he arranged for me to spend two weeks helping out on a film set. They were making a drama series based on an eighteenth-century novel, so it felt like travelling back in time – fantastic! The man who was managing the project was very encouraging and made sure I got to do some interesting things. I learned how to put on stage makeup, worked with the assistant director for a day and even helped to develop ideas for costumes. It's given me a very clear idea of what I want to do in the future!

Gordon: My work experience was good and bad – the beginning was awful! I was at a large supermarket in the city and for the first three days, all I did was fill the shelves. I got really bored so I complained to the careers officer, and she dealt with the problem immediately. She knows I enjoy anything to do with computers, so she suggested working in their IT department, which they agreed to. I saw how to install new software and I also updated the information they give to young part-time staff – people like me who work at the weekend. I hope they might give me a Saturday job when I'm sixteen.

Answers

Connie c
Vera b
Ali d
Gordon a

- 3**  **2.21** Say the verbs in the box aloud and ask students to read sentences 1–12. Point out that they may need to change the form of the verbs. Monitor and check for accuracy as students complete the exercise individually. Tell them to compare their answers with a partner before playing the recording for students to check.

Mixed ability

If you think some students will find exercise 3 difficult, write the following words next to the name of the speaker on the board:

Connie – calculate, arrange, produce

Vera – handle, deliver, organise

Ali – manage, run, develop

Gordon – update, deal with, install

Stronger students do the exercise without looking at the board.

Extension activity

Tell students to write a list of the verbs and nouns they are used with in exercise 3, e.g. *arrange a place*. Ask them to add any more nouns used with each of the verbs. They can use a dictionary to help. Nominate a student to say a verb. This student nominates another to say a noun. Continue until each of the verbs has been dealt with. Suggest that students add these lists to their vocabulary notebook, and that they add other nouns to the list as they come across them.

Fast finishers

Tell fast finishers to choose three verbs they want to remember from exercise 3, and to write a sentence using each one. They can share their sentences after checking answers to exercise 3.

Answers

- 1 arranged 2 produce 3 calculating 4 were delivered
5 handle 6 organised 7 runs 8 managing 9 develop
10 dealt with 11 install 12 updated

- 4** Put students into pairs or small groups to discuss the question. Monitor and give positive feedback when they use the verbs from exercise 3. Share any interesting responses as a class.

READING

Books closed. Write the job titles from the text on the board. Ask students to choose the most and least interesting and to think about a reason for their opinions. Nominate individuals to report back to the class, encouraging them to connect what they say to what has already been said, by using phrases like *I agree with ...*, *I don't agree with ...*, *I think ...*, *I think X made a good point when he/she said*. You could write these phrases on the board for support.

- 1** Put students into same-ability pairs to discuss the questions. Bring the class together and invite students to make suggestions.

Possible answers

- 1 Riding school; Football club; Delivery company
2 A carry parcels B cleaning C look after the horses
D answer the phone E work in the office
F help backstage G help teachers
H tell people about things on display

- 2** Set a short time limit for students to read the descriptions quickly to check their ideas.

Prepare for Preliminary for Schools


Reading and Writing, Reading Part 2

Task description

Reading Part 2 tests students' ability to read for specific information and detailed understanding. They match five descriptions of people to eight short, factual texts.

Tip

Students should not simply try to match words from the people descriptions to the texts. It is important to read each text, paying careful attention to its meaning since the information in the descriptors will mostly be paraphrased in the text.

- 3**  Read the instructions aloud. Ask students to read the information about the five teenagers and to underline key words to direct their reading. Doing this will also help them check they have found the answer which is relevant for *all* the given information. Monitor and tell students to look again at parts of the descriptions if they seem to be having problems. As you check answers, ask students to give reasons for their answers. You could also highlight some common collocations here, e.g. *gain experience*, *use computers*, *join a team*, *research online*, *have above average ability*, and encourage students to record them in their vocabulary notebooks.

Fast finishers

Tell fast finishers to write a brief job description for their dream job. Ask them to share their ideas after checking answers to exercise 3.

Extension activity

Students write brief descriptions for imaginary people (as in exercise 3) who would suit the remaining places and jobs in the Work Experience article (i.e. cruise ship, festival office and primary school). In pairs, they read their descriptions aloud for their partner to match the person to the job. Share an example for each job with the class.

Answers

- 1 Connie – C (Riding school). Connie wants to be a vet, so needs to find a job with animals; she wants to spend most of her time outdoors: your work will be mostly in the fresh air; and try some office work: you'll be at a desk for brief periods, in order to answer phones and arrange customers' lessons.
- 2 Ben – A (Delivery company). Ben doesn't want to sit at a desk, he has good local knowledge and he's strong so he can help the driver lift and carry things.
- 3 Helen – F (Television studio). Helen loves using computers and has some experience of this; she wants to join a team of experts: you will stay with a single project group; and she's interested in cultural activities: popular comedy shows, drama ...
- 4 Marco – H (City museum). Marco is interested in tourism: many of these visitors come from other countries; researching topics online: we do expect you to put your internet skills to good use; and is good at communicating with children: ... which you can then pass on to kids ...
- 5 Jade – E (Football club). Jade is good at maths: this time you'll be in our financial department; she wants to be in the leisure and entertainment area: football; and she wants to have easy access to the city centre: located close to the heart of the city.

EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *She wants to learn from them; You click 'buy' and receive your shopping the following day; You can have the exact design you want; Let's go to the café instead.* Then set the exercise on page 137. Check answers.

Answers

- | | |
|----------------|---------|
| 1 out of order | 4 order |
| 2 order of | 5 order |
| 3 in order to | |

Talking points

Put students into same-ability pairs to discuss the questions. Monitor and give positive feedback for interesting comments, and help students communicate their ideas. Bring the class together and tell students to work with a different partner and report their conversations. Ask students to share any interesting conversations with the class.

Cooler

Write the words from the box in Vocabulary exercise 3 on page 108 on the board, omitting the vowels. Put students into pairs to guess the words. Set a short time limit to make this competitive.

GRAMMAR Different types of clause

- 1 Do the exercise as a class. Write the first example sentence on the board and ask students to identify the main verbs (*have to be* and *lift*). Underline *so that* and elicit the relationship between the two clauses. Ask *Does part of the sentence explain why you have to be strong?* (Yes). *Is the relationship between the two clauses one of contrast, purpose or reason?* (purpose). Ask students similar questions about examples 2 and 3.

Read the rules aloud, and give further examples of each type of clause, e.g. Go to the gym every day *so that* you'll be fit for the competition; In Spain people finish work late, *whereas* in the UK people finish work at around 5 pm; As he works in an office, he spends most of the day sitting down.

Answers

- 1 b 2 a 3 c

→ Grammar reference Student's Book page 163

- 2 Put students into mixed-ability pairs to do the exercise. Monitor and encourage stronger students to explain the meaning of the linking words using the texts if necessary. Ask students to give answers and see if the class agrees before confirming.

Answers

- a whereas, although, while
b in order to; so that
c because; as

- 3 Ask students to do the exercise individually, and monitor and help by directing them to the appropriate rules. Nominate individuals to give answers.

Mixed ability

Ask stronger students to cover the rules and to complete exercise 3 without looking at them. Weaker students can refer to the rules as they complete the exercise.

Answers

- 1 as 2 Although 3 so that 4 in order to 5 whereas
6 although

- 4 Demonstrate the activity by doing the first item as a class. Tell students to underline key words (*people, work, desk, unhealthy*) in the first sentence half. Set a short time limit for them to read sentence endings a–d and choose a topically related ending (c). Ask about the relationship between the two sentence halves, i.e. *Is it contrast, purpose or reason?* (reason) and tell students to choose a suitable linking word from the box in Exercise 2 (*because*). Monitor and help as students continue in mixed-ability pairs, encouraging stronger students to explain the relationship between the two halves. Check answers.

Extension activity

Put students into pairs to write four sentence halves similar to those in exercise 4 on separate slips of paper. Monitor and help with ideas as necessary. Bring the class together. Nominate one student to read the first part of a sentence, and another to suggest a sentence ending. Nominate a third student to say the whole sentence with an appropriate linking word. Repeat until several students have had a turn.

Answers

1 c, because 2 d, so that 3 a, whereas 4 b although

Corpus challenge

Write the following clause types on the board: *contrast, purpose, reason*. Ask students what the relationship is between the two clauses in the sentence (reason). Tell students there are two possible answers, and ask a student to correct the mistake. See if the class agrees before feeding back.

Answers

I have to go as/because I promised to help my father.

- 5 Monitor and check as students complete the sentences, making sure that both parts of the sentences make sense with the chosen linking words. Nominate a student to read the first sentence beginning and its linking word to the class. Invite three students to guess an ending for the sentence, and then ask the original student to read out their complete sentence. Repeat two or three times for each item.

VOCABULARY *as and like*

- 1 Do the exercise as a class. Read the examples aloud and ask students to call out the answer.

Answer

like

- 2 Read the uses a–d aloud, and do the first item as a class, explaining that students should think carefully about the words that follow *as* or *like* in order to identify the correct use. Put students into mixed-ability pairs to continue. Monitor and help by reading the sentence aloud and stressing the words that follow *as* or *like*. Ask students to give answers and see if the class agrees before confirming.

Extension activity

Put students into pairs to write four sentences, one for each of the uses in exercise 2, but omitting the words *as* or *like*. They swap sentences with another pair for them to complete the sentences.

Answers

1 b 2 c 3 a 4 d 5 a

- 3 Direct students to the pictures and ask them to complete the texts individually. Put them into mixed-ability pairs to compare and discuss answers. Monitor and help as necessary. Nominate individuals to give answers.

Answers

1 as; like 2 as 3 like

WRITING An informal letter or email (3)

- 1 Ask students how often they write emails or letters, and to whom they write them. Tell them to read Jo's letter and to choose the three things Jo wants to know. Allow students to compare their answers with a partner before checking as a class.

Answers

1, 3, 4

- 2 Direct students to the *Prepare* box and read each of the points aloud. Tell students to read the reply and identify which question in the task hasn't been answered properly. As you check answers, elicit the answers to each of the questions in Jo's letter.

Answer

4 'What could I learn by doing this job?'

- 3 Nominate a student to read the reply aloud and ask students to identify the sentence which is in the wrong place. Discuss where it should go, and why.

Answers

The sentence *I guess you'll get to try some delicious dishes there!* should be placed with the rest of the information about the restaurant (after *the hours are usually quite long of course*).

- 4 Read the instructions and ask *Which word is used to introduce a reason?* (*because*) and *What does 'although' introduce?* (*contrast*). Tell students to complete the sentences individually and to compare their answers with a partner before checking as a class. You could ask students to write their own sentences using *because* and *although*.

Answers

1 because 2 although 3 although 4 because

- 5** Do the exercise as a class, encouraging students to raise their hands when they have found each answer. When most hands are raised, check answers.

Answers

- 1** go for
2 Hi, Bye, awesome, I guess, use of contractions (e.g. You're) and exclamation marks.

- 6** Ask students to read the task and say which questions need to be answered. Write the questions on the board. Tell students to plan their answers, checking they are covering the points in the *Prepare* box. Monitor and help with ideas as necessary. Ask students to compare their plan with a partner and to help each other with suggestions and ideas.

● Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3 Question 7 informal letter

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

Tip

Tell students to leave themselves enough time to answer Part 3 properly. They should spend 40 minutes on the Writing tasks, and remember that Part 3 carries 15 of the 25 marks available.

- 7** ● Ask students to write their reply. They can then swap with a partner to check they have followed the instructions fully. You could display the replies around the classroom and allow students time to read them before voting on the best one.

Sample answer

Hi Bobbi

You asked me about careers. The best job for me would be working as a film director. Why? Well, as you know, I've always loved films. I'm really interested in how a film gets made and the decisions a director has to make. It must be quite challenging. I guess I could find out more if I visited the right websites, but the perfect thing would be to get some kind of work experience on a film set. That would be a dream come true because then I could watch a director at work! I hope I get the chance one day.
Love

Cooler

Put students into small groups. They take turns to choose a linking word from the box in Grammar exercise 2 on page 110 and nominate another to make a sentence using it. Repeat until they have used all the words in the box.

Project

Put students into pairs to write a list of local businesses, e.g. a shop, a service, a manufacturer. Feed back and write their ideas on the board. Divide students into small groups and ask each group to choose two or three companies to research. Groups use the internet to find out about each business: what exactly they do, how many employees they have, anything that is special about them. Ask each group to prepare a PowerPoint presentation for the following class. Encourage other students to ask relevant questions and to vote on the most interesting and informative presentation.

Teacher's resources

Student's Book

Grammar reference and practice page 163
Vocabulary list page 143

Workbook

Unit 19, page 76

Go online for

- Pronunciation
- Corpus tasks