

1 Working life

UNIT AT A GLANCE

THEME: Working life

TED TALK: *A life lesson from a volunteer firefighter.* Mark Bezos tells a story about a time he went to help at a fire.

AUTHENTIC LISTENING SKILLS: Dealing with new vocabulary

CRITICAL THINKING: How a message is delivered

PRESENTATION SKILLS: Being authentic

GRAMMAR: Present simple, Expressions of frequency, Indirect questions

PRONUNCIATION: Sentence stress, Intonation in questions

VOCABULARY: Working life collocations (verb + noun), Jobs

READING: *Skills for the 21st century*

LISTENING: Asking about jobs

SPEAKING: Best and worst jobs, My skills, Talking about jobs and studies

WRITING: A formal letter

WRITING SKILL: Indirect questions

LEAD IN

- Ask students to open their books and look at the photo on pages 8 and 9.
- Ask questions about the photo and elicit answers from individuals: *Where are these people? What are they doing? How would you describe this job? Who might enjoy a job of this sort? Would you? Why? Why not?*

TED TALKS BACKGROUND

1

- Tell the class to read the text about Mark Bezos and his talk. If necessary, clarify the following words:

poverty – the state of being poor

volunteer – someone who does a job for free because they want to

acts of heroism – from *hero*, brave things to do that help others

generosity – if you show generosity, you are happy to give your money or time to someone else for free

- Ask the class what is meant by the TED slogan: *ideas worth spreading.*
- Put students into pairs or threes to discuss the questions. When they are ready, encourage them to share their answers with the class, asking them to justify their ideas.

Answers

- 1 He worked in advertising before. Now he works for a charity organization and is a volunteer firefighter.
- 2 Firefighters are highly respected.
- 3 He is motivated by big and small acts of heroism that he sees every day.

KEY WORDS

2

- **Optional step.** Books closed. Write the seven items of vocabulary on the board in random order. Read out each of the sentences, replacing the words in bold with *beep*. Students call out the word from the board that they think fits the gap. If they get it wrong, shake your head and repeat the sentence. If they get it right, move to the next sentence. If they get this wrong, return to the very beginning, repeating the first sentence and the second. Continue like this until the class confidently fills each gap for sentences 1 to 7 with no errors.
- Books open. Ask students to do Exercise 2 on their own or in pairs. Students match the words in bold with their definitions.

Answers

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

- **Optional step.** To further check comprehension, ask follow-up questions: *Does anyone here feel they have a **vacation**. Are you **jealous** of any of your friends or family? Who of you are **homeowners** and who rents? Has anyone been a **volunteer** at a **soup kitchen** or similar charity organization? What should a **witness** do if they see a crime? Would you know what to do if you saw something **in flames**?*

AUTHENTIC LISTENING SKILLS Dealing with new vocabulary

3a

- **Optional step.** After reading the Authentic listening skills box, ask students for their reaction to the advice. Encourage them to describe their experience of listening in English and the difficulties that they have had. Do they normally manage to stay relaxed? Does anyone have any techniques for relaxing into listening?

- **1** Write sentence 1 on the board. Play just that sentence and ask them which words were clearest to them and why. Circle the stressed words.
- Instruct them to listen to all three sentences, to circle the stressed words and to underline the words that are repeated. Play the recording.
- Let students compare their answers before sharing with the whole class. Be prepared for differences of opinion; remind them that word stress is not just 'on' or 'off' but that some words are stressed more than others. For this reason, one student may hear stress where another does not. Therefore, the following answers are suggested.

Transcript with suggested answers

- 1 Back in New York, I am the head of development for a non-profit called Robin Hood.
- 2 When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire Company.
- 3 Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.

3b

- Give students a minute to predict the stressed words and find the repeated words in sentence 4.
- **2** Play the recording for students to check.

Transcript with suggested answers

- 4 ... I am witness to acts of generosity and kindness on a monumental scale... but I'm also witness to acts of grace and courage on an individual basis.

1.1 A life lesson from a volunteer firefighter

TED TALKS

1

- Tell students to look at sentences a–c and decide which lesson they think Mark Bezos wants us to learn. Invite suggestions but don't accept or reject them yet. Ask them to justify their guesses. Before they watch the TED Talk, ask them to read the instruction in Exercise 2 as well.
- **1** Play the whole talk.

Answer

b is the main lesson. (It isn't a because he doesn't mention friends or family, and he talks about helping strangers. It isn't c because he says 'Don't wait until you make your first million to make a difference in somebody's life.')

Transcript

- 0:13** *Back in New York, I am the head of development for a non-profit called Robin Hood. When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire company. Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.*
- 0:32** *I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain in charge to find out what our assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pyjamas, barefoot, while her house was in flames.*
- 1:06** *The other volunteer who had arrived just before me – let's call him Lex Luthor – (Laughter) got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, 'Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes.' (Laughter) I swear. So, not exactly what I was hoping for, but off I went – up the stairs, down the hall, past the 'real' firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.*
- 2:06** *Now I know what you're thinking, but I'm no hero. (Laughter) I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of shoes.*
- 2:46** *(Laughter)*
- 2:48** *In both my vocation at Robin Hood and my avocation as a volunteer firefighter, I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis. And you know what I've learned? They all matter. So as I look around this room at people who either have achieved, or are on their way to achieving, remarkable levels of success, I would offer this reminder: don't wait. Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a soup kitchen. Clean up a neighbourhood park. Be a mentor.*

3:30 *Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to affect one. So get in the game. Save the shoes.*

3:41 *Thank you. (Applause)*

Background information

Lex Luthor

Lex Luthor is the main enemy of Superman from the original comic strip.

Note the differences in British English and North American English shown at the foot of the spread. In this unit, these focus on pronunciation differences. See Teaching tip 1 on page 6 of the Introduction for ideas on how to present and practise these differences.

2

- Put students in pairs. Get them to discuss their answer to Exercise 1 and the example Mark Bezos gives.
- Invite students to share their thoughts with the whole class. Be generous; even if they understand only the smallest part of the story, praise them for their good listening skills.

Answer

The story of his first fire is a good example of a small act of kindness. The woman really appreciated the fact that he found her some shoes to wear.

3

- Ask students to look at the four sentences.
- ▶1.1 Play the first part of the talk from 0.00-1.06.
- Elicit answers, asking them to justify them if possible.

Answers

1 volunteer 2 second 3 the homeowner 4 night

4

- Let students read the five sentences before watching; they will have to alter *jealousy* to *jealous* and *carried* to *carry* in the task, so ask them to predict the missing words and elicit the part of speech needed to fill the gap.
- ▶1.1 Play the second part of the talk, from 01.06-2.46, again so that students can check their answers.

Answers

1 dog 2 jealous 3 carry/bring 4 homeowner
5 shoes

5

- Again, give students time to read the questions before watching. Suggest that as the answers are more complex, they may prefer to just watch; you will give them time after watching to make notes.

- ▶1.1 Play the third part of the talk (2.46 to the end). Let students make notes after watching. Then put them in pairs to discuss their answers.

Answers

- 1 He has learned that all the acts of kindness and generosity are important, whether they are big or small.
- 2 'Don't wait.' If people are waiting to help others once they have made money and live comfortably, they shouldn't, because they have a lot to give already.
- 3 We can serve food at a soup kitchen. / We can clean a neighbourhood park.

6

- Use the two suggestions Mark Bezos mentions at the end of the talk to start a list on the board of ways we can help our community.
- Students add ideas to this list in pairs. To encourage a flow of ideas, consider getting one or two more ideas from them and adding them to the list before they separate into their pairs.
- Monitor the pairs; make suggestions and be encouraging about their ideas. After a few minutes, get everyone's attention, field their ideas and write them on the board.
- Ask if anyone has done any of these things or knows anyone who does them.

VOCABULARY IN CONTEXT

7

- Explain that students are going to watch some clips from the TED Talk which contain some new words and phrases. They need to choose the correct meaning of the words.
- ▶1.2 Play the clips from the talk. When each multiple-choice question appears, pause the clip so that students can choose the correct definition. Discourage the more confident students from always giving the answer by asking them to raise their hand if they think they know.
- Explore around the words to deepen understanding. For example, tell them that *get in on ... action* is normally used with *the*: *get in on **the** action*, and that it is synonymous with *get in on the game*.

Transcript and subtitles

1 *Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to **get in on any action**.*

- a** *be ready for work*
- b** *avoid doing any work*
- c** *be part of what people are doing*

2 *I was the second volunteer on the scene, so there was a **pretty good chance** I was going to get in.*

- a** *a piece of good luck*
- b** *a strong probability*
- c** *a real danger*

3 She was standing outside in the pouring rain, under an umbrella, in her pyjamas, **barefoot**, while her house was in flames.

- a with cold feet
- b with no shoes
- c tired

4 but off I went – up the stairs, down the hall, past the ‘real’ firefighters, who were **pretty much done** putting out the fire at this point.

- a almost finished
- b very tired from
- c having difficulty

5 I’m also witness to acts of grace and courage on an individual basis. And you know what I’ve learned? **They all matter.**

- a they are all difficult
- b they are all different
- c they are all important

6 Not every day is going to offer us a chance to save somebody’s life, but every day offers us an opportunity to affect one. So **get in the game.**

- a become involved
- b get a good job
- c be part of a team

Answers

1 c 2 b 3 b 4 a 5 c 6 a

Mining for vocabulary

Students will appreciate the chance to notice interesting words and collocations from the talk, but they will benefit more if the vocabulary is actively learned and studied. Exercise 8 lets students personalize the vocabulary, but make sure that they also record it in their vocabulary books and revisit them from time to time. Also consider letting them choose other vocabulary from the transcripts to learn.

8

- Ask students to complete the three sentences in their own words so that they are true for them. You could supply examples about yourself to clarify instructions.
- Invite students to read their sentences to the class.

Suggested answers

- 1 ... buy a new car. / ... do evening classes.
- 2 ... training for my job. / ... depending on my parents for everything.
- 3 ... my family, my friends and my career.

CRITICAL THINKING How a message is delivered

9

- Ask students whether they think Mark Bezos’s message was clear, and in pairs to think about the way he got the message across by choosing the best answer: a, b or c.

Answer

c Mark Bezos uses the story of his first fire to illustrate the message.

- **Optional step.** Make sure students realize that the other methods could also be effective ways of getting a message across. Ask them which of the three might be particularly memorable, powerful or emotional.

10

- Tell the students to read the comment and the questions. Elicit one or two opinions from students. If they agree that Mark Bezos’ message could make a difference in people’s lives, ask them whether they think it might do so in their lives.

Answers

- 1 It was a short everyday story with a lesson.
- 2 Students’ own answers

PRESENTATION SKILLS Being authentic

11

- **Optional step.** Books closed. Ask students to describe Mark Bezos as a speaker. Write their ideas as adjectives on the board. Suggest an adjective yourself if you need to get ideas flowing. Ask them for other positive qualities in successful speakers. Encourage them by getting them to think of speakers they have heard in the past: at work conferences, on television, comedians, politicians and so on.
- Books open. Students compare their list with that in the book. They decide which qualities are most appealing (attractive) to them.

12

- Ask them to read the Presentation skills box and answer the question. Discuss the answer with the class, exploring the different ways of expressing it. Point out the subheading ‘Being authentic’.

Answer

It suggests people like to listen to speakers who are being themselves, using their own words and letting their personality come through.

13

- Ask students to think about Mark Bezos’ authenticity as they watch the clip from the TED Talk.

- ▶ 1.3 Play the clip and put them in pairs when it has finished to discuss the questions.
- Get feedback from the class.

Answers

- Yes, they laugh at his jokes.
- Students' own answers, but he certainly follows 2 and 4.

14

- Explain that students are going to give a two-minute mini-presentation about their jobs. To do so, they need to make brief notes so that they have things to say. Emphasize the instruction to include information that people may not know, and to mention good and bad points about their work.
 - Make sure you include anyone without work; make sure they know they can talk about a job they hope to do in the future or have done in the past.
 - Monitor individuals around the room, checking their notes and responding to vocabulary queries.

15

- When students are ready, put them in pairs so that they can do their presentations. Encourage them to be themselves.
 - When they have given their presentations, invite them to reflect on each other's talks. What adjectives would they use to describe their partner's presentation style? Did they feel nervous?
 - Optional step.** If giving presentations forms an important part of students' working lives, treat this mini-presentation to a partner as a rehearsal for something bigger: a repeat presentation to bigger groups of people or a rough version of something to be refined and developed. In these cases, get them to think about how they could improve their talk by accentuating its positive aspects.

▶ Set Workbook pages 4–5 for homework.

1.2 What makes a good job?

GRAMMAR Present simple

1

- Optional step.** Books closed. Tell the class about a job that would interest you if you weren't a teacher, and why you would like it. Give students two minutes to share similar information with a partner, either dreams they had when they were younger or still have now. Then invite volunteers to tell the class what they shared.
 - Books open. Tell students to look at the qualities of a good job (a–g) and rank them in order of importance. Then pair them up to compare answers.
 - Conclude by doing a brief class survey with a show of hands as to which qualities are seen as most important by the class.

Answers

Students' own answers

2

- Direct them to the infographic. Ask the class which qualities in Exercise 1 they think are true for occupational therapy.

Suggested answers

e and f are certainly true of occupational therapy; g is likely. Others may vary depending on the country.

3

- Explain to students that they are going to listen to an occupational therapist. Ask them to read the questions in preparation. Check that they understand *routine*.
 - ▶ 3 Play the recording.

Transcript

I = Interviewer T = Occupational therapist

I: So what do you do exactly?

T: Well, I work as an occupational therapist. We work with people with who have disabilities or when they're recovering after an accident. They just want to have normal lives and to work again. So we help them to do everyday tasks for their jobs or around the house.

I: I see, and the patient comes to your clinic, or do you go to them?

T: Most days I visit people in their homes and see what they can do and what they can't. I usually advise them about equipment that can help them in the home. People in these situations often have no confidence – they feel anxious. So I always try to make them feel more confident.

I: And does that give you a lot of satisfaction?

T: Yes, making people feel more confident is the really rewarding part of my job. But I don't spend all my time with patients. You know, as with every job, there are more routine tasks to do. I write reports and attend meetings with other healthcare professionals every day. I rarely get home before 6.30 in the evening, but I love my job.

- Let them confer in pairs before nominating individuals to share their answers.

Answers

- Helping patients feel more confident is the 'rewarding part' of the job.
- Routine tasks include writing reports and attending meetings.
- Students' own answers

4

- Optional step.** Books closed. If you want to gauge students' prior knowledge of the grammar, dictate (or write on

the board) the sentences without the verbs, e.g. *I -BEEP- as an occupational therapist ... What -BEEP- you do exactly?* In pairs, students try to complete the gaps from memory. They then check their answers in the book. This step has the added advantage of making students aware of the need to study the grammar even if they've studied it before.

- Books open. Students read the sentences and answer questions 1–3.
- Students can check their answers and overall understanding of the present simple by turning to the Grammar summary on page 140. If you feel that students need more controlled practice before continuing, they could do one or both of Exercises 1 and 2 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

- 1 permanent
- 2 final -s on verbs whose subject is in the third person and singular (*he, she, the patient, that, etc.*)
- 3 do (do, does, don't doesn't)
- 4 Question 3 is an object question, i.e. the question word *what* is the object of the question, not the subject. Question 6 is a subject question, i.e. the question word *who* is the subject of the question.

Answers to Grammar summary exercises

- 1**
- 1 has 2 doesn't get 3 loves 4 work 5 does
6 designs 7 gets 8 go 9 have 10 don't find
- 2**
- 1 A: Does Jess go to university? B: Yes, she does.
A: Which university does she go to?
- 2 A: Who likes cake? B: I don't. A: Do you want some biscuits instead?
- 3 A: Do you commute to work by train? B: Yes, I do.
A: How long does it take?
- 4 A: Which key opens the front door?

5

- Let students complete the sentences on their own. Monitor carefully to check for understanding.
- Elicit the answers from the class.

Answers

- 1 do occupational therapists help
- 2 do they spend, it depends
- 3 does a therapist see
- 4 do you have
- 5 does an occupational therapist earn
- 6 person helps, do/help, doesn't help

- Ask some concept check questions about the two jobs:
Which job helps you build up your muscles after breaking your leg? (a physiotherapist)
Which helps you to breathe better if your lungs are weak? (a physiotherapist)
Which recommends installing a chair in your shower if you are a wheelchair user? (an occupational therapist)

GRAMMAR Expressions of frequency

6

- **Optional step.** As with the present simple, you may want to gauge students' knowledge of the grammar before doing this exercise. Write the sentences from the grammar box on the board without the expressions of frequency, e.g. *I visit people in their homes.* Write up an adverb or expression of frequency and ask where it can go in the sentence. Repeat for all the expressions of frequency in the examples. This way, you have students' attention at the front of the class, the sentences you are studying are the clear focus, and you can clearly direct the lesson at this crucial presentation stage.
- Put students in pairs to answer the questions and then check their answers on page 140. If you did the Optional step, use the sentences on the board to consolidate the rules with the class.

Answers

- 1 Adverbs of frequency usually go before the main verb in the present simple (*usually advise, often have*)
- 2 They go after the verb *be* (*are always*).
- 3 They can go at the beginning of the sentence (*Most days I visit...*) or at the end (*...meetings every day.*).

- Choose from Exercises 3–5 on page 141 according to your students' needs.

Answers to Grammar summary exercises

- 3**
- 1 It often rains at this time of year.
 - 2 I don't usually take milk with my tea.
 - 3 The trains rarely run on time in England. / In England, the trains rarely run on time.
 - 4 He is always the last person to arrive.
 - 5 We're vegetarians but we sometimes eat fish.
 - 6 There is never enough time to do everything.
- 4**
- 1 every 2 are 3 Once 4 often 5 most 6 always
7 sell 8 year
- 5**
- 1 like → likes 2 works → work 3 don't → doesn't
4 He's go → He goes 5 Is → Does 6 eat always → always eat

7


- Ask students to put the words in the correct order.
- Don't check the answers yet because students will listen to check in Exercise 8a.

Answers

- 1 I'm usually at work by 8.00 in the morning.
- 2 My boss rarely checks my work.
- 3 He sometimes works on the train.
- 4 I always check my emails before I send them.
- 5 People in my country don't usually work late.
- 6 People often wear casual clothes on Fridays.
- 7 I tidy my desk once a month.
- 8 I never take work home with me in the evenings.

Pronunciation Sentence Stress

8a

-  4 Ask students to listen to the sentences in Exercise 7 and check their answers.
- Students then listen again and decide whether the expressions of frequency are stressed.

Answer

Yes, they are stressed.

8b

- Put students in pairs to practise the sentences with the correct stress. You may want to chorally drill the sentences first.

Pronunciation – back chaining

Saying whole sentences with precision and fluency is difficult. To help, divide the sentences into short phrases. Locate the last stressed syllable in the sentence and drill only from that point to the end. Then locate the penultimate stressed syllable and drill from this new point to the end. Continue until students are saying the whole sentence, e.g: **morning ... eight in the morning ... work by eight in the morning ... usually at work ... usually at work by eight in the morning ... I'm usually at work by eight in the morning.**

Let them mumble Give the students a minute to practise on their own before whole-class choral drilling. Show them it's OK to say it quietly in their own time, making sure they get the weak forms right.

Listen to your inner voice An even more private technique is to let them imagine themselves saying the sentences out loud, using the voice in their heads to do the speaking.

9

- Take a sentence from Exercise 7 and change it so that it is true for you. Tell students to do the same and to discuss the differences with a partner. They can use the adverbs and expressions in the box to help them.
- After two minutes, stop the class and elicit one or two examples from each pair.

Answers

Students' own answers

10

- Tell students to stay in their pairs and discuss their working day at greater length this time. Point out the discussion questions.
- Go around the class, monitoring to check that they are on task and using the expressions correctly. Make a note of any errors or interesting use of language. Encourage free discussion that is not restricted to the questions in the book.

SPEAKING Best and worst jobs

11 21st CENTURY OUTCOMES

- Show students the survey data about best and worst jobs. Put them in groups and ask them to do tasks 1 and 2. Monitor the groups checking that they understand the jobs.
- To encourage students to think critically and evaluate the data, write on the board some extra questions and ask the group to discuss these as well:

Do you find any of the data surprising? Do you disagree with the positions of any jobs in the list?

Do you think the results would be similar if the survey was carried out in your country?

Where do you think this data comes from? What would you like to know about the survey to be sure that the data is accurate?

- In whole-class feedback, let students choose what they would like to share with the class. Ask open questions such as *What did your group talk about?* Encourage discussion of the extra questions, which provide prompts for the 21st CENTURY OUTCOMES aim of evaluating data. Discussion of the origin of the data might raise more questions:

Who might be interested in collecting data of this type? Is it from a government source or a less serious organization such as a magazine or a publisher?

How was the survey conducted? Who was asked? How many people were asked? What exactly were they asked?

- ▶ Photocopiable communicative activity 1.1: Go to page 209 for further practice of present simple and expressions of frequency. The teaching notes are on page 233.

- ▶ Set Workbook pages 6–7 for homework.

1.3 Have you got what it takes?

READING Skills for the 21st century

1

- Books closed. Write the title of the lesson on the board. Ask students to think about Mark Bezos' profession of firefighter. Ask the class what it takes to be a firefighter and elicit answers. To give them an idea of the meaning of the question, suggest that a firefighter needs to be brave. Ask what else it takes to be one. Ask them if they think they've got what it takes to be one, and if so, what.
- Optional step.** Put students in pairs. Tell them to discuss what it takes to be a good language learner. Give them a couple of minutes before eliciting answers.
- Tell students that they are going to read an article about what it takes to work in the 21st century. Ask them to look at the list and decide which the key skills are that workers need now.

Answers

Students' own answers

- Put students in pairs to compare their ideas from Exercise 1 and to discuss the questions.
- After a few minutes, round up with a whole-class summary of their opinions.

2

- Show them the article on page 15. Set the two questions and ask them how best to read for this information. Ask them whether it is necessary to understand every word. Set a time limit of five minutes to encourage scan reading for the information they need.
- Give students a chance to compare what they have found with a partner before conducting whole-class feedback.

Answers

1 The author mentions the following skills as important: a Interpersonal skills (line 11) d Technological knowledge (line 22) e Critical thinking (line 21) f Teamwork (line 12) g Organizational skills (line 27)

2 The author also mentions the following skills: understanding of cultural differences and how groups relate (lines 2–5) creativity (line 23) a desire to learn (line 24) speed and efficiency (line 26) ability to prioritize (line 28)

3

- Tell students to read the article again, this time to complete sentences 1–5 with the correct options. Ask them to prepare to justify each answer by noting the line in the article where they read it.
- Give them time to confer before nominating individuals to share answers with the class.

Answers

1 c (lines 1–2) 2 b (lines 7–9) 3 c (lines 15–17)
4 a (lines 19–20) 5 c (lines 27–30)

4

- Staying in their pairs, students discuss to what extent they agree with the article and which ideas seem most true of their work situation, their profession or industry. For students who are currently unemployed or yet to enter a profession, they can think about the article in relation to a profession that they know best or one that they are hoping to enter one day.

5

- Tell students to find the words in the article and choose the correct meaning based on the context.
- When they have finished, go through the answers with the class.

Answers

1 b 2 b 3 a 4 c 5 a 6 c

VOCABULARY Working life collocations (verb + noun)

6

- Explain that students are now going to look for some verb + noun combinations that are often seen together in the context of working life.
- Point out the first collocation in the list: *have a career*, and ask the class to find it in the introductory paragraph of the article. Point out that although the collocation is *have a career*, it appears as *careers that they have*.
- Give them two minutes to find as many of the verbs that go with the nouns as possible. You might set it as a race to see who can find the most.

Answers

b understand cultural differences, technology c do a job d attend meetings e speak (to people) on the phone f deal with a difficult situation, conflict g get, process information h prioritize tasks i have fun

- Give them a few minutes to record these items in their vocabulary books.

- **Optional step.** Stronger students may be interested in finding more collocations in the article, including but not restricted to verb + noun combinations. These include: *today's workplace, the global economy, think critically, build good relations, appreciate differences*. You could also look at the collocations in the list of skills in Exercise 1 above, e.g. *interpersonal, organizational, management skills*.

7

- Ask students to complete the conversation with the correct verb from Exercise 6. To check their answers, put them in pairs and have them read the dialogue out loud as A and B.

Answers

1 do 2 deal with 3 speak 4 attend 5 process
6 understand 7 have 8 have

Extra activity

Edit the conversation

Have the students edit the conversation so that it describes their own job, or a mystery job that others have to guess.

Spaced repetition

Unless students keep returning to new vocabulary they have studied, they are likely to forget much of it very quickly. To avoid this happening, test them at intervals. It is a good idea to check what they remember by the end of the same lesson, so find two minutes to spare before you finish. Put them in pairs; one student looks at the list while the other is not allowed to look. They take turns to prompt each other with either a verb or a noun. The other has to remember the corresponding noun or verb. Start the next lesson by challenging students to write as many verb + noun collocations about work that they can remember.

TEACHING TIP

SPEAKING My skills

8 21st CENTURY OUTCOMES

- Explain that understanding your strengths and weaknesses is a key skill in today's workplace. Tell students to write down four skills that are important to them in their work and studies. Offer a personal example about your profession and say that interpersonal skills are essential for teaching.
- For students who are out of work, suggest that they make a list for their studies or for a profession of their choosing.
- Tell them to add two things they expect from their employer. Go around the class checking students' work and making suggestions where appropriate.

9

- Put students in small groups to compare their lists from Exercise 8, answering the questions. In order to fulfil the

21st CENTURY OUTCOME, students can consider what other skills they should have to progress in their career or enter the career of their choice.

- Conduct whole-class feedback. If many students have similar jobs or work in the same profession, ask if classmates agree; if they work in different jobs, treat feedback as a chance to learn about each other's chosen careers.
- **Optional step.** Explain how the information they wrote in Exercise 8 about their skill sets can be used to sell themselves in the jobs market. Ask them to turn to page 83 to look at an example CV and point out the Personal profile section near the start of this CV.

Ask them to think how they could use what they have written in a short passage for their CV. Give them ten minutes to write their Personal profile. Monitor closely, checking for errors and natural use of English. Tell them to file their profiles for future use!

- ▶ Set Workbook pages 8–9 for homework.

1.4 What do you do?

VOCABULARY Jobs

Extra activity

Guess the job!

Play a game to activate job names. Hand out three small slips of paper per student. Tell them to write, on each slip, the name of a job in English. They should try to avoid writing what other students might be writing by thinking of all sorts of jobs (not just *teacher* or *doctor!*). They should not show anyone.

Split the class into groups of six to eight students. Each group will need a hat or similar for the slips of paper, folded up and mixed together.

Divide these groups further into two teams of three or four students. Explain that each team is going to take turns to try to guess the name of the job. A member of the team takes a slip of paper out of the hat, reads it, and must communicate the job to his or her teammates without saying the name of the job, e.g. *This person works in a hospital but isn't a doctor. (a nurse)*

They continue for one minute (the other team times them), taking slips out and communicating them. Then the opposing team is given a minute to do the same.

When all the slips have been used, each team totals their score, getting one point per job guessed.

1

- Ask students to match the jobs with the photos. Ask them to identify the words used to describe someone who is learning a job.


Answers

A a medical researcher B a law student C a sales assistant D a plumbing apprentice (job = plumber) E an engineer F a trainee nurse

Student, trainee, apprentice all describe someone who is learning a job.


- On the board, write more collocations: *an apprentice plumber/electrician/carpenter, a trainee nurse/teacher/accountant, a law/medical student.*

2

-  5 Tell students to listen to how the jobs in Exercise 1 are pronounced, then to practise in pairs. Play the recording. Pay special attention to word stress in *engineer* and *researcher*, the silent *b* in *plumbing*, the initial schwa /ə/ in *apprentice* and *assistant* and the /ɜ:/ sound in *nurse* and *researcher*.

LISTENING Asking about jobs

3

- Explain to students that they are going to listen to a conversation in which Jake is asking Martha about her job. Tell them to read the three questions in preparation for listening.
-  6 Play the recording.

Transcript

Jake: So what do you do?

Martha: I'm an acoustics engineer.

Jake: What's that? Like a sound engineer?

Martha: No, not exactly. We help design spaces like concert halls or conference centres or theatres ... spaces where the quality of sound is important.

Jake: So who do you work for?

Martha: I'm a trainee with an international firm of architects.

Jake: Where are you based?

Martha: I'm on a one-year training programme in Frankfurt.

Jake: Wow! What does your job involve then?

Martha: Well, I work on different projects. On each project I work on a different area, like buying materials or budgeting and planning or design.

Jake: Is it a big firm, then?

Martha: Yes, very big but there are only ten of us in the Frankfurt office.

Jake: Do you mind me asking – what kind of contract are you on?

Martha: Well, as I say. It's a one-year contract, but hopefully at the end of the year, they'll give me a permanent job. But I have to do well this year.

Jake: Do you like the job?

Martha: Yeah, it's great. I learn something new every day.

Jake: Oh well, good luck. I hope you get the job.


Martha: Thanks.

- Give students a minute to confer in pairs. Then nominate individuals to share their answers.

Answers

- 1 Martha is an acoustics engineer. She helps design spaces where sound quality is important.
- 2 She is a trainee, near the beginning of her career.
- 3 Yes, she does. She learns a lot.

4

- Indicate the table. Give students two minutes to try to formulate the missing words in the questions. You could elicit possible answers for the first question to get them started: *What do you do? What's your job? What do you work as?*
-  6 Play the recording again. While it is playing, write the incomplete questions on the board.
- When it has finished, invite volunteers to complete the questions on the board. Check that everyone agrees with the answers.

Answers


See answers to Exercise 6a below.

5

- From memory, students make notes about Martha's answers. They compare their answers with a partner. If they need reassurance, or there are gaps in their memory, play the recording one more time for them to check.

Pronunciation Intonation in questions

6a

-  7 Tell the students to listen to the questions in Exercise 4. Ask them to think about the intonation in the question, where it rises and falls. Let them discuss any rules about intonation that they can see.

Answer

Students should be able to hear the fall on *wh*-questions and the rise on *yes/no* questions. Note that this is a basic rule and the intonation in questions can often change according to other criteria, e.g. if the speaker expresses surprise in a *wh*-question, their pitch and intonation will rise rather than fall.

Transcript and answers

- 1 What do you do? ↘
- 2 Who do you work for? ↘
- 3 Where are you based? ↘
- 4 What does your job involve? ↘
- 5 Is it a big firm then? ↗
- 6 What kind of contract are you on? ↘
- 7 Do you like the job? ↗

6b

- Put students in pairs, allocating the roles of Martha and Jake respectively. They act out the conversation, paying attention to their intonation in the questions.

SPEAKING Talking about jobs and studies

7

- Give students two minutes to make brief notes about their own jobs or their studies. Help them with any unknown vocabulary. Indicate the Useful language box at the top of page 17.
- Put them in pairs again, perhaps with different partners from Exercise 6b. Tell them to interview one another, completing the empty table with the information that they discover.
- Go around the pairs, listening carefully for intonation in questions and any language points that are relevant to their working life.
- When they have finished talking, conclude the activity with feedback. First, elicit what the students have found out. After that, point out and discuss any interesting use of language or errors.

WRITING A formal letter

8

- Ask the class to read the job advertisement quickly. Ask them whether they might be interested in a job like this, and what their reasons would be for or against taking it.
- Ask the students to work in pairs to make a list of questions an applicant might have about the job. To help them with ideas, suggest they look at the conversation between Martha and Jake in the previous section.

- Invite them to ask questions about the job. Write their ideas on the board.

Suggested answers

Who would I be working for? What does the job involve? Where exactly in the South-east is the job based? How long is the job for? What type of contract would I have? Are qualifications or experience in sport necessary? How much travel would there be? What salary can I expect?

9

- Tell students to read the letter and check which questions the writer has about the job and whether any are the same as their questions.

Answers

Stefan asks 'Where exactly in the South-east is the job based?' and 'How long is the job for?'

10

- Ask students to examine the structure of the letter. Tell them to put the functions in the order they appear in the letter. Let students check their ideas with a partner.
- When students tell you the order, ask them to identify the beginning of each function.

Answers

- b ('I saw your advertisement ...')
- d ('I am interested in applying ...')
- c ('The advertisement says ...')
- a ('I look forward to hearing from you.')

Writing skill Indirect questions

11a

- Tell students to complete the direct questions based on the polite questions from the letter. You may need to do the first one with the whole class to clarify the exercise.
- As they write, go around and check, focusing particularly on word order. Make sure whole-class feedback is very clear by writing it on the board. Leave a space between the questions.

Answers

- 1 Where is it?
- 2 How long does the contract last?
- 3 Is there a possibility of extending the contract?

- Write the indirect question above the first direct question on the board, making sure that the subject and verb are directly above those of the direct question. Ask the class what

they notice about word order. Use arrows crossing over to clearly show the inversion in the direct question and its lack in the indirect question, and point out the use of *does* in 2.

- Ask why the last question is different from the first two and elicit that it is a *yes/no* question. Ask what word replaces *what, where, how long*, and so on in the indirect question, and point out the use of *if*.
- Direct students to page 140 for more information on indirect questions. They can do Exercise 6 in the Grammar summary for more practice.

Answers to Grammar summary exercise

- 1 When does the bank open?
- 2 How far is the station from here?
- 3 What does the job involve?
- 4 Do you know which company she works for?
- 5 Can you tell me how I apply for the job?
- 6 I'd like to know if you offer English courses.

11b

- Ask students to now rewrite in the other 'direction', making direct questions more polite. Remind them to think about the rules they have just looked at in Exercise 11a.

Answers

- 1 Can you tell me what kind of work it is?
- 2 Could you tell me where you are based?
- 3 Can you tell me if it is a big company?
- 4 I'd like to know what the work involves.
- 5 Do you know how long the interview usually takes?
- 6 Can you tell me how often buses go to the business park?

12 **21st CENTURY OUTCOMES**

- Ask students to look at the advertisement for film extras. Give them two minutes to decide what two questions they want to ask about it. They should consider the types of question that might be necessary for this job (to fulfil the 21st CENTURY OUTCOME).
- Give them ten minutes to write the letter. Suggest that they use Stefan Krantz's letter as a model, and that they be sure to ask politely!

13

- When they have finished, let them swap letters with a classmate. Instruct them to evaluate each other's letters according to the four-point checklist.
- Ask them whether they feel more capable now of writing a letter to enquire about a job. Ask them whether an email with the same purpose would be any different or not.

▶ Photocopiable communicative activity 1.2: Go to page 210 for further practice of jobs, skills and indirect questions. The teaching notes are on page 233.

▶ Set Workbook pages 10–11 for homework.

▶ Set Workbook Presentation 1 on pages 12–13 for homework.