



Theme 3

Work and business

- How to be a good employee
- Summer jobs
- Choosing a career
- The interview process

Listening: How to be a good employee

3.1 Real-time listening: Behaviour at work

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – a basic code of behaviour for company employees;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 3;
- use previously learnt listening sub-skills in order to understand a talk by a visiting businessman.

Methodology note

As is customary in Real-time listening lessons, students work on the text using their existing skills and knowledge. New sub-skills will be focused on later.

Introduction

Exploit the visuals on page 71. Elicit who the people are and what they are doing.

A Activating ideas

Go through the questions and check that students understand them. Elicit one or two ideas for the first question. Then put students into small groups to discuss.

Give feedback orally. Accept all reasonable ideas as always. Be careful not to give definitions at this stage of vocabulary that will later come up in Exercise C.

Answers

Answers depend on students. Here are some suggestions:

1. At work it's important to be responsible, punctual, hard-working, well dressed and polite. You should use your wages wisely – perhaps save some money in the bank, or use it to buy important things for yourself or your family. You should try to gain knowledge and skills for the future.

University is **different** from work because: it is a place for studying only; you do not have a boss to tell you what to do; you can dress

as you please; you are not paid to go there; you are not expected to contribute to the running of the institution.

2. University and work are **similar** in that: you have responsibilities; you must organize your time effectively; you must interact and cooperate with others; you use computers and research information.

B Predicting content

1. Check all students understand the title of the talk. Elicit one or two ideas, then set the task for pairwork. Give feedback orally, but – as before – do not give definitions or explanations of any of the words that come up in Exercise C.
2. Set the task for pairwork discussion. Encourage students to discuss why the topics might, or might not, be included. Give feedback orally.

Answers

1. Answers depend on students.
2. The talk consists of *advice*.

C Showing comprehension

1. Look at the pictures on page 71 again. Refer students to the example: *every day / phone / sick*. Point out that students should not write full grammatical sentences. There are no right or wrong words to be written under the pictures, but some of the key information should be there. Students should write only single words, although more able students may write short phrases.

Set the example for individual work and pairwork checking. Play **3.1**. Write feedback on the board. Remind students that there is no correct way of completing this exercise.

After feedback, ask students which of the words on the board they had thought of in Exercise B1.

2. This task focuses on comprehension. Tell students they should work from memory. Refer them to the example, and do one further example if you wish. Then set the task for pairwork. Tell students that they do not need to write full grammatical sentences. Monitor and assist as necessary. As feedback, elicit ideas on the board. Accept all reasonable suggestions and tell students they will check their ideas later.

Transcript

Presenter: Track 3.1

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university*, too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you, and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

Answers

1. The following are some suggestions.
 1. go every day / phone / sick
 2. on time / people angry / punctual
 3. respect / people / colleagues
 4. tasks / on time
 5. quality / good or bad
 6. equipment / computers / work / not personal
 7. workspace / tidy / desk / shelves / cupboards
 8. organize / in order / by date

2. The following are some suggestions.

a. punctual	always on time
b. manager	the person who gives you orders
c. colleagues	the people you work with
d. customers	the people who buy things from your company
e. tasks	pieces of work
f. quality	good or bad
g. equipment	phones and computers
h. workspace	desk, shelves, cupboards
i. chronologically	ordered by date

D Making notes of the main points

1. Go through the notes as a class, clarifying any vocabulary problems. Elicit one or two ideas for the first text gap. Then set the task for pairwork.
2. Play **3.1** again. Give students time to check their answers in pairs. Then put feedback onto a copy of the notes on the board. Drill the phrases.

Ask students whether their definitions in Exercise C2 were correct. If not, elicit revised definitions.

Answers

How to be a good employee

You must:

1. *go* to work every day.
2. *be* punctual.
3. *respect* colleagues and customers.
4. *do* all tasks on time.
5. *do* all tasks well.
6. not *use* computers for personal things.
7. *keep* your workspace tidy.
8. *organize* files sensibly.

E Listening and reacting

Some of the ideas discussed in Exercise A should arise here.

Discuss the first point, *go to work every day*, as a class. Encourage students to say *why* it is, or is not, important to go to work every day.

Put students into small groups to discuss the other points. Monitor and assist where necessary.

As feedback, elicit ideas. Encourage reasoned disagreement.

Closure

Elicit what the speaker said about each picture on page 71.

3.2 Learning new listening skills: Recognizing sentence stress

Objectives

By the end of the lesson, students should be able to:

- recognize stressed words in a stream of speech;
- note key words from a talk;
- discriminate between the three consonant sounds /g/, /dʒ/ and /j/;
- recognize positive and negative uses of the modals *must* and *have to* to express obligation;
- identify reasons for statements;
- comment on the connectedness of reasons to the statements.

Methodology note

Remember that this is a 'bottom-up' lesson where the focus is on the 'building blocks', or discrete items. Students are asked to deploy a range of skills, including identifying phonemes in context and focusing on long units of speech.

Introduction

Say some sentences about the content of the talk from the previous lesson. Students must say *True* or *False*.

Example:

T: *Your workspace must be tidy.*

Ss: *True.*

T: *You can arrive at work when you want.*

Ss: *False.*

A Reviewing key words

In the introduction, you activated the ideas and therefore the vocabulary from the last lesson.

Refer students to the example given. Play the first sentence of 3.2. Make sure that they understand the task.

Play 3.2. Encourage participation from all the students. If you have a student who may shout out the answer every time, ask students to write down their answers during the pause of each sentence. They can even compare ideas if you wish. Then pick one student to give the answer.

Transcript

Presenter: Track 3.2

- Voice:
1. Always arrive on time. It's important to be [PAUSE] punctual.
 2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
 3. Your files must be in date order or in alphabetical [PAUSE] order.
 4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
 5. If your work is bad, it is your fault. You are [PAUSE] responsible.
 6. Do your work on time. Complete all your [PAUSE] tasks.

Methodology note

The concept of sentence stress is more complex than simply the loudness of key words. Other key features of stressed syllables in a stream of speech are: a higher pitch and a longer core vowel. The prominent words in a sentence are usually those which carry the important information.

The tasks in this lesson are just an introduction to the concept. However, it is important that we train students in the skill of hearing this central feature of spoken English, and that teachers do not forget or ignore it.

B Identifying a new skill

1. Work through Skills Check 1 with the class. Elicit the answer to the question.
2. Write the example sentence, *Companies want college or university graduates*, on the board. Say the sentence and elicit the fact that the words *companies*, *college* and *university* are louder than the rest. Underline them on the board.

Set the task for individual work and pairwork checking.

Drill all the sentences.

3. Play 3.3. Students do the task individually and check in pairs. Give feedback.

Transcript

Presenter: Track 3.3

- Voice:
- Companies want college or university graduates.
 - All employers want critical thinking.
 - 'But how can I get work skills?' you might ask.
 - You can learn management skills in university clubs.
 - You must show that you want to learn.
 - You must take responsibility for your mistakes.

Answers

- The important words in a sentence are louder than the rest.
- 2./3. a. Companies want college or university graduates.
b. All employers want critical thinking.
c. 'But how can I get work skills?' you might ask.
d. You can learn management skills in university clubs.
e. You must show that you want to learn.
f. You must take responsibility for your mistakes.

C Making notes

- Go through Skills Check 2 with the class. Elicit the answer to the question.
- Demonstrate the task by playing the first sentence on 3.4. Elicit the important words and write them on the board: *How / keep / good job*.
Set the task for individual work and pairwork checking.
Place feedback on the board as with the example.

Transcript

Presenter: Track 3.4

- Voice:
- How do you keep a good job?
 - How old do you need to be?
 - You learn new skills from your colleagues.
 - Your employer will give you orders.
 - Practise your skills to make them better.

Answers

- You should write down the important words. These are the loud words.
- a. How do you keep a good job?
b. How old do you need to be?

- You learn new skills from your colleagues.
- Your employer will give you orders.
- Practise your skills to make them better.

Methodology note

The fields of modality and of those words expressing obligation are complex. The aim here is to identify grammatical features that students can listen out for in order to improve their understanding of aural input: in this case *positiveness* vs *negativeness* of verb structures containing a modal.

D Recognizing negatives from verb form (1)

- Demonstrate using the verbs: *goes* and *don't tell*. Then play 3.5. Set the task for individual work and pairwork checking. During feedback, put the verbs on the board and drill them.
- Repeat the process with 3.6.

Transcripts

Presenter: Track 3.5

- Voice:
- | | |
|-----------------|-----------------|
| 1. goes | 6. has |
| 2. don't tell | 7. won't make |
| 3. 'll do | 8. didn't take |
| 4. see | 9. 'd like |
| 5. doesn't like | 10. wouldn't go |

Presenter: Track 3.6

- Voice:
- He works in a bank.
 - Managers don't like workers to come late.
 - I'll finish the work tomorrow.
 - The company has a big office.
 - The woman doesn't know the way.
 - The secretary has a lot of experience.
 - They won't buy any new machines.
 - I didn't make a mistake in the letter.
 - They'd like me to work at the weekend.
 - I wouldn't do that. It's dangerous.

Answers

- | | | | | | |
|---------|------|------|-------|------|------|
| 1. 1. + | 2. - | 3. + | 4. + | 5. - | 6. + |
| 7. - | 8. - | 9. + | 10. - | | |
| 2. 1. + | 2. - | 3. + | 4. + | 5. - | 6. + |
| 7. - | 8. - | 9. + | 10. - | | |

E Recognizing negatives from verb form (2)

- Demonstrate using the first sentence on 3.7. Then set the task for individual work and pairwork checking. During feedback, put the sentences on the board and drill them.
- Repeat the process with 3.8.

Transcripts

Presenter: Track 3.7

Voice:	1. are	7. isn't
	2. aren't	8. were
	3. can't wear	9. can be
	4. must go	10. mustn't come
	5. shouldn't leave	11. should have
	6. is	12. weren't

Presenter: Track 3.8

Voice:	1. You can't be rude to customers.
	2. They're important people.
	3. She's the manager.
	4. They weren't late yesterday.
	5. You aren't responsible for the files.
	6. The papers were on your desk.
	7. You must arrive before nine.
	8. Everyone should be in the office now.
	9. I mustn't leave before six.
	10. You shouldn't wear those clothes.
	11. This isn't a difficult problem.
	12. You can be in charge this afternoon.

Answers

1. 1. + 2. - 3. - 4. + 5. - 6. +
7. - 8. + 9. + 10. - 11. + 12. -
2. 1. - 2. + 3. + 4. - 5. - 6. +
7. + 8. + 9. - 10. - 11. - 12. +

F Identifying consonant sounds

This task is designed so that students attempt it *before* they read about the pronunciation point.

1. Set the task for pairwork. Monitor and assist as necessary, but do not confirm answers yet. As feedback, elicit a few ideas.
2. Go through the Pronunciation Check with the class. Drill the three sounds, /g/, /dʒ/ and /j/.
3. Play 3.9 and give students time to check their answers again.
Drill all the words. Insist on the correct pronunciation of the target sounds.

Transcript

Presenter: Track 3.9

Voice: change, begin, get, job, university, young, wage.

Answers

| | /g/ | /dʒ/ | /j/ |
|-------------------|------|---------|-----|
| | good | manager | you |
| <u>change</u> | | ✓ | |
| <u>begin</u> | ✓ | | |
| <u>get</u> | ✓ | | |
| <u>job</u> | | ✓ | |
| <u>university</u> | | | ✓ |
| <u>young</u> | | | ✓ |
| <u>wage</u> | | ✓ | |

G Recognizing reasons

1. Sentence stress is important here. The word *because* is unstressed in normal speech. Hence the pronunciation is /bɪkəz/ – or, in very casual speech, just /kəz/ (represented as 'cos in very informal written contexts).
Use the first sentence to demonstrate the task. Play 3.10. Students must only identify the fact that a reason is, or is not, given. They should listen for the phrases *Why? Because ...* or just *because*; or alternatively a pause that indicates a reason.
2. This exercise focuses students on the content of the phrase following the statement. Although there is a pause after the first statement in each case, the following phrase may either be a *reason* or a *new point*.
Set the task as before, and play 3.11. You can ask students to either shout *Reason* or *New point* after each sentence, or to write down their answers – check their answers at the end.
3. This task requires students to say why the reason given by the speaker is not logical. They must provide a good reason to replace the one they hear. In this sense, it operates as an exercise in critical thinking.
Explain the task and use the first sentence to demonstrate. Play each sentence on 3.12 and then give time for small groups or pairs to discuss their ideas.
Provide feedback at the end. Accept all reasonable answers.

Transcripts

Presenter: Track 3.10

- Voice:
1. You must finish on time. Why? Because other people need that information.
 2. We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
 3. You must be responsible for your work ... other people can't do it for you.
 4. Customers must complete a form with their name, address and telephone number.
 5. Office employees must be polite. Rudeness makes people angry.
 6. I must go because I have a meeting at three o'clock.

Presenter: Track 3.11

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
 2. So you must always come on time. Now let's think about wages.
 3. Big companies want diplomas and degrees. They need knowledge.
 4. Employees mustn't waste time. Time is money!
 5. You mustn't take things from the office. Another point is critical thinking.

Presenter: Track 3.12

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
 2. You must be polite to colleagues – they will buy lunch for you every day.
 3. You must respect your manager. Why? Because he is taller than you.
 4. You must go to work because it's boring at home.
 5. You mustn't wear shorts to work – you might be cold.
 6. You must be nice to customers. Why? Because they are poor.

Answers

1. 1. yes 2. no 3. yes 4. no 5. yes
6. yes
2. 1. reason 2. new point 3. reason
4. reason 5. new point
3. Answers depend on students.

H Using *must* and *have*

Work through Skills Check 3 with the students, taking each example sentence in turn. Explain that *must* means a positive obligation. *Mustn't* means a negative obligation – a prohibition. *Have to* has a similar (but not identical) meaning as *must* but explain that *don't have to* means there is no obligation or necessity, so it does not mean the same as *mustn't*. Compare the second and fourth example sentences.

Set for individual work and pairwork checking. Elicit answers and display them, preferably using an electronic projector.

Go through each of the sentences in part 2. Ask students if they are talking about obligation, negative obligation or no necessity

(a. obligation, b. no necessity, c. negative obligation, d. obligation, e. obligation).

Answers

1. a. must b. have c. must d. have
e. have f. Must g. must h. have
2. a. Do you have to leave now?
b. You don't have to work at lunchtime.
c. You mustn't wear jeans to work.
d. You must respect everybody at work.
e. Must I do the assignment this week?

Closure

1. Drill some of the sentences from Exercise G1.
2. The modal is studied in this lesson for the features relating to students' listening skills. However, you may wish to go into detail with students on the syntax of *must*. You could highlight the following:
 - **don't must* is not possible;
 - two modals cannot operate together, e.g., **We can must go*;
 - modals do not have a final ~s in the third person singular, e.g., **She musts wait*;
 - the question form *Must I / we + verb?* is possible but students will not hear it frequently.

You might wish to compare *have to*.

Workbook answers

Listening

Exercise A

1. 1. medical assistant, 2. engineer, 3. businessperson, 4. office worker, 5. waiter, 6. park ranger
See transcript for Track 30 on page 116 of the Workbook.
2. 3, 4, 1
2, 5, 6

Exercise B

| | | | |
|----|-------------|----|------------|
| 11 | 'colleagues | 7 | 'projects |
| 4 | 'customers | 8 | 'punctual |
| 1 | e'quipment | 12 | re'spect |
| 5 | 'finish | 10 | 'satisfied |
| 6 | 'money | 3 | 'systems |
| 2 | in 'order | 9 | 'workspace |

Exercise C

Answers depend on students.

Exercise D

1./2.

| | | |
|-----------|----------|-----------|
| Oo | Ooo | oOo |
| colleague | customer | assistant |
| waiter | manager | employer |
| worker | punctual | |

The word that does not fit is *engineer*.

Exercise E

1./2.

| | Verb | Noun |
|----|----------|----------------|
| a. | e'quip | e'quipment |
| b. | in'volve | in'volvement |
| c. | pay | 'payment |
| d. | pro'duce | pro'duction |
| e. | pro'vide | pro'vision |
| f. | 'qualify | qualifi'cation |
| g. | re'quire | re'quirement |
| h. | re'spect | re'spect |

Exercise F

1./2.

| | | |
|----|---|-------------|
| a. | Always being on time, for meetings, for example. | punctual |
| b. | A person you work with. | colleague |
| c. | The person or company you work for. | employer |
| d. | A person who buys something in a shop, for example. | customer |
| e. | Things that you need for a job or work. | equipment |
| f. | It is very similar to the verb <i>need</i> . | require |
| g. | Being part of an activity or event. | involvement |
| h. | A person who helps another person in their work. | assistant |
| i. | To have a good opinion of someone. | respect |
| j. | It is very similar to the verb <i>make</i> . | produce |

Practice

Exercise A

1./2.

How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are (1) making a mistake. If you want to get a good job, you must start thinking about it now. Why (2) do you have to start thinking about your future? Because you must (3) make yourself employable. What (4) does employable mean? It means (5) having key skills for the workplace.

In the past, life was much simpler. Schools (6) taught children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not (7) teach children work skills. Employers (8) did not want school leavers with work skills. They just wanted someone (9) to work hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You (10) worked in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you (11) were a manager in the company.

But today, the employment situation (12) is very different. There is higher unemployment and fewer unskilled jobs. So what (13) can you do? Well, first, you need (14) to know the requirements of employers. Your work skills and your personality (15) are as important as paper qualifications. So you must (16) have good communication skills, for example. You must (17) be good at planning and be well organized. You (18) mustn't wait around for your manager's instructions. You (19) must use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you (20) need to plan and organize your career and make yourself employable. You (21) can't leave it to chance.

Exercise B

- a. Why do you need key skills for the workplace? *Because employers want them / you must be employable.*
- b. Why didn't schools teach key skills in the past? *Because employers didn't want them, people learned 'on the job'.*
- c. Why did people stay in the same job for 40 years? *Because they got a promotion every few years, and the job was secure.*
- d. Why is the employment situation different today? *Because there is high unemployment and there are few unskilled jobs.*
- e. Why do you need to plan your career? *Because you will probably change your job several times.*

Exercise C

| | g | ǰ |
|-----------|---|---|
| good | ✓ | |
| job | | ✓ |
| beginning | ✓ | |
| change | | ✓ |
| colleague | ✓ | |
| engineer | | ✓ |
| get | ✓ | |
| manager | | ✓ |
| organized | ✓ | |

Extended listening

Exercise A

Answers depend on students.

Exercise B

| | | |
|-----------------------------------|---------------------------|-----------------------------|
| a. If you are ill and can't work, | stay in bed, but phone. ✓ | do your work at home. |
| b. The company doesn't want to | lose money. | waste money. ✓ |
| c. It's important to respect your | managers and colleagues. | colleagues and customers. ✓ |
| d. You're responsible for | your office equipment. ✓ | the quality of your work. |
| e. Organize your files in | alphabetical order. | chronological order. ✓ |
| f. Make sure your workspace is | tidy and comfortable. | organized. ✓ |

Exercise C

1. The speaker is going to talk about the reasons for 'rules' of behaviour at work.
2. Answers depend on students.

Exercise D

Here are some suggestions:

| You must ... | Why? |
|--|--|
| 1. go to work every day | – people rely on you
– people need your work |
| 2. be punctual | – people expect you
– people get angry
– company loses money |
| 3. respect colleagues and customers | – work together
– customers pay wages |
| 4. do all tasks on time | – people need information |
| 5. do all tasks well | – customers not satisfied |
| 6. not use computers for personal things | – wastes time
– wastes money |
| 7. keep your workspace tidy | – mess is rude
– colleagues need space |
| 8. organize files sensibly | – so colleagues can find papers |

Exercise E

Answers depend on students.

Speaking: Summer jobs

3.3 Real-time speaking: Talking about summer jobs

Objectives

By the end of the lesson, students should:

- be able to pronounce target vocabulary with the sounds /g/ and /dʒ/;
- be able to ask and answer questions about jobs, using target language and vocabulary from the theme;
- have attempted an extended turn in a conversation.

Introduction

Write the words below on the board. Ask students what they all have in common (elicit the sounds of *g*).

| | | |
|------------------|-----------------|---------------|
| <i>colleague</i> | <i>wages</i> | <i>get</i> |
| <i>manager</i> | <i>language</i> | <i>agree</i> |
| <i>organize</i> | <i>suggest</i> | <i>change</i> |

Methodology note

This may be the first time that students have tried to distinguish the target phonemic symbols in context. You might need to write the full words for *good* and *age* (see the Pronunciation Check) on the board and highlight the target sounds.

A Developing independent learning

1. Tell students to read the Pronunciation Check and study the dictionary extracts carefully. Students discuss the two questions in pairs. Elicit ideas. Write the following on the board:

Rules for pronunciation of *g*:

| | | | | | |
|----|---|-------|----|---|------|
| | a | | | e | /g/ |
| | o | = /g/ | g+ | i | = or |
| g+ | u | | | | /dʒ/ |
| | l | | | | |
| | r | | | | |

2. Set the task and make sure students realize they do not need to understand the words. (If you start explaining one, you'll probably end up explaining all of them, so try not to

fall into this trap!) Students work in pairs. Elicit answers.

Methodology note

The name Julia Greco contains the two target sounds from Exercise A, thus giving students further practice in discriminating between them.

B Understanding a situation

Ask students to read the rubric for the task, then ask the following questions:

Who is Julia Greco? (a university student)

What does she want to do? (get a summer job)

What has she done? (filled in / completed a website form)

This should also ensure students understand the words *vacation* and *fill in*.

1. Exploit the heading on the website page and the visual. Set the task.
2. Elicit the answer.

Answers

1. Julia would like:
 - a job in her own country
 - with other people
 - inside
2. a nursery school assistant or a shop assistant

C Understanding a model

Check students understand the task. Give them time to read the questions and the form.

Play **3.13**. Students complete the task individually then compare their answers in pairs. Elicit answers. Replay any sections of **3.13** that students had difficulty with.

Transcript

Presenter: Track 3.13

Carla: Hi, Julia. What are you doing?
 Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!
 Carla: Are you going to get a job in the university holidays?
 Julia: I'd like to. What about you?
 Carla: Yes, I think so.
 Julia: What would you like to do?
 Carla: I'm not sure.
 Julia: Would you like to work abroad?

Carla: Yes, I would. I'd love to work in another country.
 Julia: Do you like working alone or with other people?
 Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
 Julia: Do you like working inside or outside?
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.
 Julia: OK. So I just click *Find* and ...
 Carla: Why are you laughing?
 Julia: It says ... a good job for you is... camp counsellor.
 Carla: Well, I agree. I think that's a good suggestion.
 Julia: Oh, look at the time. I must go. I'm late for a lecture.

Answers

| | |
|--|---|
| <input type="checkbox"/> in my own country | <input checked="" type="checkbox"/> abroad |
| <input type="checkbox"/> alone | <input checked="" type="checkbox"/> with other people |
| <input type="checkbox"/> inside | <input checked="" type="checkbox"/> outside |

A good job for you is:
camp counsellor

D Studying a model

Methodology note

You will have to deal with the difference between *would you* and *do you* here. However, it is exploited fully later in Lesson 3.4 so you do not need to go into too much detail here. The simplest explanations are probably as follows:

Do you like = now


Would you like = in the future

Point out that the sentence patterns continue in different ways, as follows:

Do you like + verb *-ing*

Would you like + *to* + verb

Set the task and give students time to read the conversation. You can explain that all the missing words are verbs. Students try to complete the answers before listening. After a few minutes, students can compare answers in pairs.

Play  3.14. Students rewrite their answers if necessary. Elicit answers.

Less able classes: Write the answers on the board in the wrong order. Students choose the correct verb for each space.

Transcript and answers

Presenter: Track 3.14

Carla: Are you going to get a job in the university holidays?
 Julia: I'd like to. What about you?
 Carla: Yes, I think so.
 Julia: What would you like to do?
 Carla: I'm not sure.
 Julia: Would you like to work abroad?
 Carla: Yes, I would. I'd love to work in another country.
 Julia: Do you like working alone or with other people?
 Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
 Julia: Do you like working inside or outside?
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

Methodology note

Point out to students that in the conversation, Carla does not reply with simply *yes* or *no*. This discourse feature of a conversation ('extending a turn') is practised further in the following lessons. However, when students practise the conversation in pairs for Exercise E2, encourage them to try to extend their answers as much as possible.

E Practising a model

1. Drill some of the sentences and phrases from the conversation. Focus on the following pronunciation points:
 - words containing the letter *g*;
 - the correct forms of the verbs (see Methodology notes above);
 - pronunciation of *would you* with the intrusive sound /dʒ/. Students practise in pairs. Monitor and give feedback.
2. Set the task. Elicit ideas for 'true answers' and if necessary demonstrate the conversation yourself using one of the more able students. Students practise in pairs. Monitor and give feedback.

Closure

Say the beginnings (up to, and including, the stressed syllable) of some of the multisyllable words from this lesson. Elicit the complete words.

Everyday English: Talking about days and times

Objectives

By the end of the lesson, students should be able to:

- use different ways of asking and answering about times and dates, in a range of situations.

Introduction

Spend a few minutes revising telling the time. One method would be to draw a mixture of analogue clock faces and digital times on the board. Point to each one and elicit the answers.

Alternatively ask questions such as:


What time does the lesson begin / end?

What time is lunch?

What time is your favourite TV programme?

What time is the football match tonight?

A Activating ideas

1. Briefly exploit the pictures and elicit some of the vocabulary, for example, calendar, watch. Set the task; students discuss in pairs. Do not elicit answers at this stage.
2. Play  3.15. Students discuss answers in pairs. Elicit answers.

Transcript

Presenter: Track 3.15

Presenter: Conversation 1.

Voice A: Excuse me. Have you got the time?

Voice B: Yes, it's just after three forty.

Voice A: Thank you.

Voice B: That's OK.

Presenter: Conversation 2.

Voice A: Excuse me. What day is our test?

Voice B: Next Monday.

Voice A: What time does it start?

Voice B: At nine thirty.

Presenter: Conversation 3.

Voice A: What's the date today?

Voice B: Let me check. The ninth.

Voice A: So what's the date next Wednesday?

Voice B: The fifteenth.

Presenter: Conversation 4.

Voice A: Hurry up! We're late!

Voice B: What time is it?

Voice A: It's nearly eight fifteen. The bus is at half past.

Voice B: OK. I'll be as quick as I can.

Answers

a. 3 b. 4 c. 2 d. 1

B Practising conversations (1)

See notes in the Introduction for how to exploit Everyday English activities. In this lesson – if students have already studied Themes 1 and 2 – you could also remind students about making sure that:

- the key words in each conversation are stressed;
- related words – sense groups – in each conversation are said together.

Focus on, and highlight, a few of the expressions and colloquialisms used:

just after + time

nearly + time

the ninth (not necessary to say the month when it is understood)

C Practising conversations (2)

Check students understand the task. Students complete the exercise individually, then compare their answers in pairs. Check understanding of the following colloquialisms:

seven till (until) nine

working hours

last (v)

Answers

1. A: What are the working hours?

B: Seven till nine.

A: Is it the same every day?

B: Every weekday, yes.

2. A: What time is your interview?

B: Three o'clock.

A: How long will it last?

B: About 15 minutes, I think.

D Real-time speaking

Check students understand the task.

Demonstrate the activity with a more able student, if possible. Students work in pairs. Monitor and give feedback.

Closure

Select one of the conversations. Give students one minute to study it. Then ask students to close their books and do the conversation in pairs from memory. If you have time, you can repeat the procedure with a different conversation. This time, let the students select the conversation.

3.4 Learning new speaking skills: How to be a good interviewee

Objectives

By the end of the lesson, students should be able to:

- discriminate between, and produce accurately, the consonant sounds /g/ and /dʒ/;
- understand how to make a good impression at an interview;
- demonstrate understanding of taking an extended turn in an interview or a conversation;
- answer mixed-tense *yes / no* questions accurately;
- answer *yes / no* questions with a choice;
- discriminate between the forms of questions, using *would you like + to do* and *do you like + -ing*.

Introduction

Briefly discuss the role of a careers advisor in a college or university. Every secondary school and college in the UK has a careers advisor. Ask students if they have careers advisors in their country/countries.

Explain to students that careers advisors can help people not only with their main career choice but also with:

- part-time/temporary work
- gap years
- further education and courses
- writing their CV and application forms
- where to go for more information about jobs and careers
- advising them on what skills/exams/grades, etc., they will need for a particular course or job
- how to improve their skills, e.g., taking a computer course.

Methodology note

Do not worry if students find it difficult to reproduce the /dʒ/ sounds in the *would you* and *d'you* phrases at this stage. As long as the students are intelligible and they recognize the phrase when they hear it, that is satisfactory.

A Saying consonants

Check students understand the task and go over the example. Students discuss the remaining questions in pairs.

Play 3.13 again for students to check their ideas. You may need to replay it and explain the /dʒ/ sound in question f. Practise some of the phrases with the class.

Answers

- a. /j/ /dʒ/, b. /j/ /g/ /g/ /dʒ/, c. /dʒ/, d. /dʒ/,
e. /dʒ/ /j/, f. /dʒ/

B Identifying a key skill (1)

1. Check understanding of the phrases *good impression*, *careers advisor* and the difference between *interview*, *interviewee* and *interviewer*. Only a general understanding is required at this point as the meanings will become clearer during the exercise.

Set the task and play 3.16. Elicit answers.

Extra activity: Ask students if they can remember what questions the interviewer asked.

2. Set the task and play 3.17. After listening to it, students discuss the questions in pairs. Elicit answers but do not confirm or correct any of them at this stage.

3. Ask students to read Skills Check 1. Discuss with students which points they ticked.

Play the two interviews again, preferably with students following the transcripts.

Extra activity: Students practise and role-play the second interview.

Answers

1. The interviewee does not make a good impression because:
- she gives short answers; these make her sound rude/impolite/uninterested
 - her answers are not helpful.

2/3. The interviewee gives a good impression because:

- he gives full answers and adds extra useful, relevant information
- he asks the interviewer a relevant question.

Transcripts

Presenter: Track 3.16

Careers advisor: What sort of summer job would you like?
Female student: I'm not sure.
Careers advisor: Well, for example, do you like working with people?
Female student: Mm, yes.
Careers advisor: And how about children?
Female student: Maybe.
Careers advisor: OK. I know there is a job at Macdonald's. You could apply for that.
Female student: Oh no, I wouldn't like to work inside.
Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

Presenter: Track 3.17

Careers advisor: What sort of summer job would you like?
Male student: Well, I'm doing an education course so perhaps something with children. Also I have two younger brothers and I like looking after them.
Careers advisor: That's a good idea. Would you like to work in this country or abroad?
Male student: I would like to work abroad, if possible. I like travelling.
Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.
Male student: Ah, that sounds interesting. Can you tell me more about them?
Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

Methodology note

Spend a minute or two explaining to students what 'extending a turn' means. In real life, a conversation is more than asking questions and giving short answers. There are 'rules' for conversations just as there are rules for grammar. If you want to make a good impression, you must understand and try to practise the rules for taking part in a conversation. One of these rules is to try and say more than one sentence at a time. This helps to continue the conversation smoothly. In addition, single words or very short answers often sound rude.

C Identifying a key skill (2)

1. Either refer students to the transcript for 3.17 again, or elicit the extended replies that the interviewee made during the interview. You can point out that the sentences are not difficult, but they are connected logically. Now refer students to the speech bubbles. In pairs, students discuss ways of extending each answer.
2. Refer students to Skills Check 2. Elicit some of their ideas.

Answers

Possible extended turns:

A: What sort of summer job would you like?

B: *I'd really like to work with people. I don't like working on my own.*

A: Would you like to go abroad?

B: *No, not really. I have never been abroad so I think I would be frightened.*

D Practising a key skill

Check students understand the task. Students discuss ideas in pairs. Elicit ideas and practise some of the sentences.

Write some 'interview' questions on the board:

- What are you studying?
- What do you want to be?
- Why do you want to do that?
- What sort of summer job would you like?
- What sort of field would you like to work in?

In pairs, students ask and answer the questions, using the sentences they have written.

Answers

Answers depend on students.

E Using *would*

Set as pairwork, then elicit answers from the class.

Answers

1. I would like a job in an office.
2. I wouldn't like a job in a factory.
3. I would like to work with children.
4. I wouldn't like to be a manager.
5. Would you like to travel?
6. What sort of job would you like to do?

F Answering questions (1)

This is a slightly different way to do the activity. Divide the class into pairs. Number each student 1 or 2. Play 3.18, pausing after each question. S1 turns to his/her partner and repeats the question. S2 gives a true answer.

You can also teach the phrase *I don't mind* for students who have no preference.

After five questions, students swap roles, so that S2 asks the questions heard on the CD and S1 gives true answers.

Extra practice: Write prompts on the board for each question:

- *Russia / America?*
- *manual job / clerical job?*
- *city / village? etc.*

Redivide the class into different pairs. Students ask and answer the questions. Monitor and give feedback.

Transcript

Presenter: Track 3.18

- Voice:
1. Would you like to visit Russia or America?
 2. Would you like to have a manual job or a clerical job?
 3. Would you prefer to live in a city or in a village?
 4. Would you prefer to eat Chinese food or Indian food?
 5. Would you like to travel in your job or stay in one place?
 6. Would you prefer to work with children or adults?
 7. Would you like to live in a flat or a house?
 8. Would you prefer to work in the daytime or at night?
 9. Would you like to be a manager or a worker?
 10. Would you like to have your own desk or share a desk?

G Answering questions (2)

Set for individual work and pairwork checking.

1. outside? 2. a motorbike? 3. college?
4. coffee? 5. tomorrow? 6. late? 7. Spanish?
8. orange? 9. cold? 10. stay in?

H Asking and answering questions

Write two example questions on the board. Remind students of the forms of each question by highlighting the key points:

Would you like to work abroad?

Do you like working alone or with other people?

Elicit the possible answers for each question. Ask students to look at another box from the flow chart. Elicit possible questions and answers. Drill the elicited question and answers.

Students continue in pairs. Monitor and give feedback.

Closure

Briefly discuss with the class what jobs were suggested for them in Exercise H, and if they agreed or disagreed with them.

You could ask students some more questions in different ways and check that students can answer them correctly. Use the same patterns to ask about other things, for example:

Do you like working with computers?

Would you like to work in a factory?

Would you like to work in a big company or a small company?

Workbook answers

Speaking

Exercise A

Answers depend on students. Possible adjectives include:

| | |
|--------------|-------------------|
| calm | kind |
| competitive | optimistic |
| efficient | organized |
| energetic | polite |
| excited | punctual |
| extrovert | reliable |
| friendly | responsible |
| hard-working | sensible |
| helpful | sociable |
| honest | trusting |
| intelligent | warm (= friendly) |

Exercise B

1. smart, recruitment, interview
2. advert, job title, assistant, part-time
3. company, clerical, outside, manual, pay

For full script see transcript for Track 39 on page 118 of the Workbook.

Exercise C

| Nouns | Verbs |
|----------------|------------|
| ad'vertisement | 'advertise |
| ad'visor | ad'vise |
| im'pression | im'press |
| organi'zation | 'organize |
| prepa'ration | pre'pare |
| re'cruitment | re'cruit |

Exercise D

1.–3.

| Adjective | 'Opposite' | Nouns |
|----------------|-----------------|--|
| a. 'part-time | full-time | job / work |
| b. 'manual | clerical | job / work |
| c. 'well paid | badly paid | job / work |
| d. out'going | shy | person / friend, etc. |
| e. po'lite | rude / impolite | shop assistant, etc. |
| f. 'outside | inside | job / work / café / pool |
| g. 'smart | untidy / casual | person / clothes |
| h. 'honest | dishonest | person / employee |
| i. 'satisfied | dissatisfied | customer |
| j. suc'cessful | unsuccessful | business / company |
| k. 'lazy | hard-working | employee |
| l. 'high-level | low-level | job / profession / career / qualifications |

Exercise E

1. full-time, well paid, badly paid, high-level, low-level
- 2./3.
 - a. His job isn't very *well paid*. He doesn't earn a lot.
 - b. The children were very *well behaved* when you went out this morning.
 - c. The teacher wrote '*well done*' at the bottom of his work.
 - d. In general, British people do not look smart. They are not *well dressed*.
 - e. The garden looks beautiful. It is very *well kept*.
 - f. Tony Blair is very *well known* throughout the world.
 - g. He sold his company for £6 million. Now he's really *well off*.
 - h. My father left school at 16. But he's really *well read*.

Practice

Exercise A

Answers depend on students.

Extended speaking

Exercise A

Read the advert carefully.

Research the company.

Prepare an answer for the first part of the interview.

Prepare an answer for other common questions.

Exercise B

Answers depend on students.

Exercise C

1.–3. A: Now, do you want to be a tour guide?

B: Yes, I do. I want to do the job very much.

A: Why would you like to be a tour guide?

B: Well, I love this city. *And I like meeting people.*

A: Do you know much about the Big City Tour Company?

B: Yes, I do. A little. *I know you have more than 150 branches. And you won a tourist award a few years ago.*

A: Have you had any experience in this kind of work before?

B: No, *I haven't. But last year, some relatives visited us. I enjoyed showing them around.*

A: OK. Did you learn anything useful from that experience?

B: Yes, *I did.* I think so. *You need to be well-prepared. My relatives asked lots of questions!*

A: Are you studying Tourism at university?

B: No, *I'm not. I'm taking Business Studies. But I can do a Tourism module next year.*

A: Can you speak any other languages?

B: Yes, *I can. I speak French quite well and a little Spanish.*

A: And are you a hard worker?

B: Yes, *I am. I prefer to be busy.*

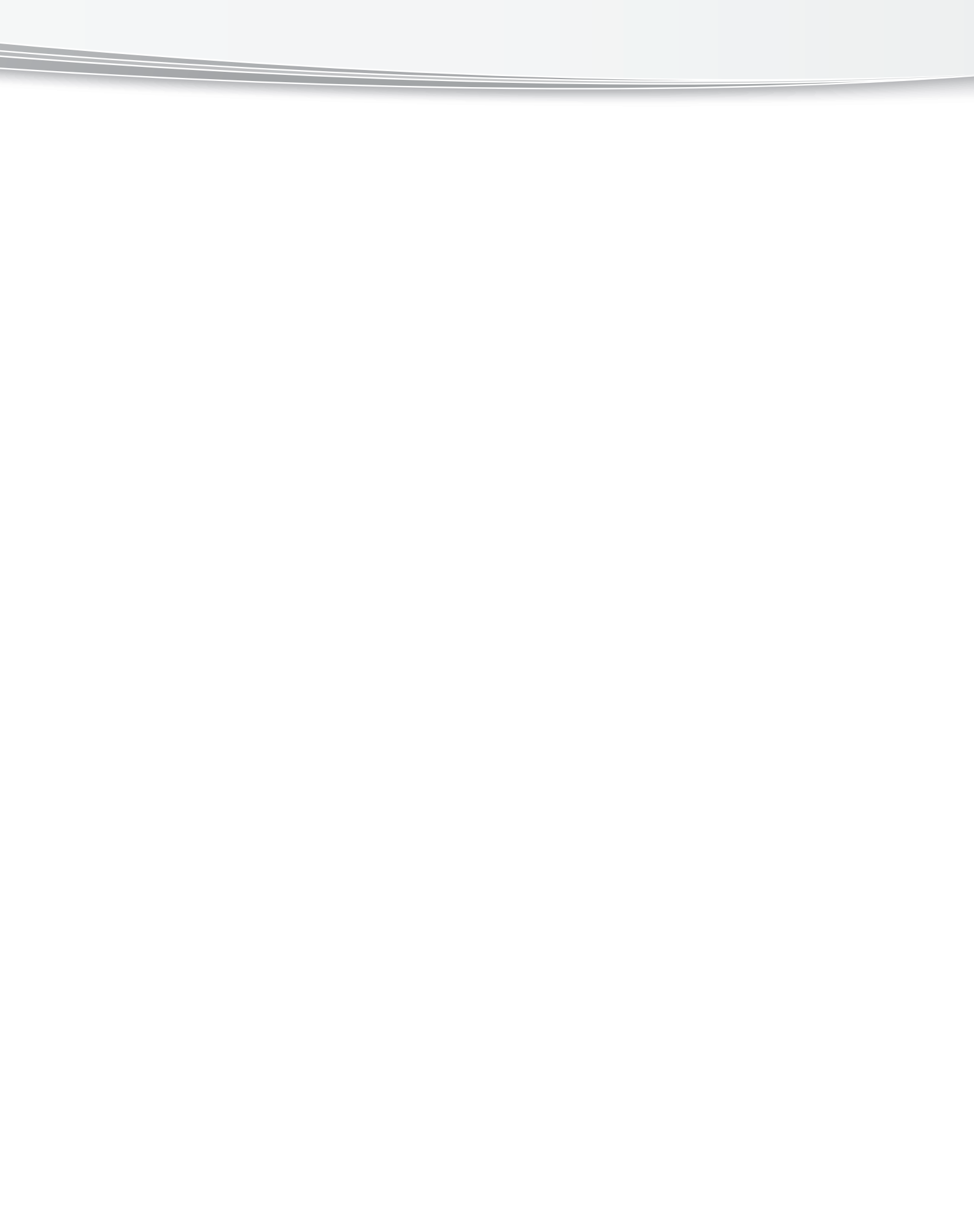
Exercise D

Answers depend on students, but see below for some possible answers by someone who is applying for her first job as a sales assistant.

| Individual questions | Tell me about yourself |
|---|---|
| <i>What's your name?</i> | <i>My name's Josephine Smith.</i> |
| <i>How old are you?</i> | <i>I'm 18 years old.</i> |
| <i>Where are you from?</i> | <i>I was born in London but I live in Winchester now.</i> |
| <i>Where are you studying?</i> | <i>I am studying at Winchester University.</i> |
| <i>What are you studying?</i> | <i>I am doing a BA degree course in Psychology.</i> |
| <i>What qualifications do you have?</i> | <i>I have three A levels and ten GCSEs.</i> |
| <i>What experience do you have?</i> | <i>I worked in shops when I was in the sixth form.</i> |

| Why do you want to work here? |
|--|
| <i>I understand that the company is quite small and I want to work for a small company when I finish my education.</i> |
| <i>The company has a good reputation in the city. I use the shop myself and I love the food.</i> |
| <i>I think people should buy fresh food instead of junk food.</i> |
| <i>The job looks interesting. I like meeting people.</i> |

| Why should we hire you? |
|---|
| <i>I have very good maths skills. I didn't take Maths at A level but I got an A in Maths at GCSE.</i> |
| <i>I use maths a lot because my Psychology course involves a lot of maths work.</i> |
| <i>I'm an extrovert person and I have experience of working in a shop.</i> |
| <i>I like being tidy so I think the shelf-stacking would be interesting.</i> |



Reading: Choosing a career

3.5 Vocabulary for reading: Word building

Objectives

By the end of the lesson, students should be able to:

- recognize previously learnt words at speed;
- identify the part of speech of a word from context or endings;
- demonstrate understanding of, and identify, target vocabulary in its written form.

Introduction

Use Exercise A as the introduction.

Methodology note

Sometimes in active reading, it is possible to predict the next word in a text. More often, it is possible to predict the next part of speech – noun, verb, adjective. This is particularly useful if the next word is unknown. You can at least then search for the correct *kind* of word to fit the space; looking up a word with knowledge of the part of speech it forms can help you choose from alternative meanings.

A Predicting the next word

Give students a minute or two to study the dictionary extract. Establish that there is one verb, one adjective and three nouns based on the root word.

Check students understand the task and go over the example.

Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Discuss with students how they knew which form of the word to use in each case, for example:

- a noun follows an adjective and goes before a verb
- a plural noun follows any number of two words or higher
- after *would like* you need an infinitive with *to*
- a noun follows a preposition (or an *-ing* verb)
- an adjective follows the verb *be*

Remind students that when they learn a new word, they should make a note of it and add the part of speech. Repeat this point from now on each time you are working on vocabulary.

Answers

1. A good *employer* looks after all the people in the company. *noun*
2. The company has 200 *employees* in its main office. *noun*
3. We would like to *employ* you to work as a teacher. *verb*
4. What is the length of *employment* in this job? I mean, how long do you want me for? *noun*
5. If you learn many skills at college, you will be *employable* when you leave. *adjective*

B Building vocabulary

1. Set the task. Students briefly discuss ideas in pairs. Do not elicit ideas at this stage.
2. Remind students about the words *employ*, *employment*. Explain how the noun is formed by adding the *-ment* ending. Tell students they are going to look at some more noun endings. Give students time to read the blue box and check their answers. Elicit the answer for question 1.
3. Set for individual work and pairwork checking.
4. Check students understand the task and do the first answer with the class as an example. Students continue in pairs. Elicit answers.

Answers

1. All the words are nouns.
3. Example answers: accommodation, permission; nationality; customer, advisor; sociologist, librarian; assignment; kindness; experience; degree.
4. a. advisor – advice
b. manager – manage
c. deletion – delete
d. efficiency – efficient
e. responsibility – responsible
f. payee – pay
g. kindness – kind
h. requirement – require

Closure

Ask students if they can think of some more nouns ending in *-tion*, for example: *organization*, *situation*, *motivation*, *application*, *obligation*, *preparation*, etc. This is probably the most common noun ending.

3.6 Real-time reading: So you want to be a journalist?

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – job description of a journalist;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including selecting the correct meaning of new words;
- use previously learnt reading sub-skills in order to deal with co-text and subheadings.

Introduction

Use flashcards at speed to practise reading target vocabulary from the previous lesson. Visit www.skillsinenglish.com for flashcards and for suggestions on how to use them.

A Activating ideas

Check students remember the meanings of the vocabulary in the questions, e.g., *qualifications*, *experience*, *personality*, etc.

Ask students what job they would like to do when they finish university/their course.

Set the task; students discuss answers in pairs. Elicit one or two of their ideas to round off the activity.

Answers

Answers depend on students.

Methodology note

If you have done the Reading section of Theme 1, students should also be familiar with the idea of using co-text to predict the content of a text. If not, you will have to spend a few minutes teaching it.

B Preparing to read

1. Set the task and do an example with the class if necessary. Students discuss answers in pairs. Elicit answers and write them on the board.
2. Make sure students read all three questions first, then look at the text to find the answers. The answers can be discussed in pairs. Elicit answers.
3. Check students understand the vocabulary in the headings. Set the task. Go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. – any illustration
– the title OR the heading
– the introduction OR the first paragraph
2. a. a website
b. information
c. job of a journalist
- 3.

| | | |
|-------------------------------------|---|--|
| a. Personal qualities and abilities | e | Employers look for people who have contributed to school newspapers or club newsletters. |
| b. Working hours | f | Career-entry jobs are low-paid. |
| c. Workplace | a | Journalists must be articulate ... |
| d. Qualifications | d | You need a degree in journalism ... |
| e. Experience | b | There is a lot of weekend work ... |
| f. Salary and benefits | c | Some journalists travel all over the world. |

Methodology note

We have deliberately chosen words that the students will probably not know in order to make this a realistic task. It is not necessary for students to learn these words or make a note of them in their notebooks; they are for the purposes of this lesson only. We have also chosen words with two distinct and often unrelated meanings, as this happens quite frequently in English.

C Selecting the correct meaning

Check students understand the task and go over the example. If students find this difficult, do one or two more answers with the class. Then students complete the activity individually and compare their answers in pairs. Monitor and give help where necessary. Elicit answers.

Answers

See table below.

D Reading and reacting

Set the task. Encourage students to find evidence in the text for their answers, e.g., *I don't have the personality to be a journalist because I'm not very extrovert.*

Students discuss questions in pairs. Elicit some of their ideas.

Answers

Answers depend on students.

Closure

Ask high-speed comprehension questions about the job of a journalist – books closed. Then students open their books to quickly check, e.g., *Where does a journalist work? What qualifications does a journalist need?*

3.7 Learning new reading skills: Dealing with new words

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of collocations of target vocabulary;
- use a new strategy for dealing with new words in a sentence;
- use section headings to predict the content of a text.

Introduction

Ask students to re-read the text about journalists from the previous lesson on page 81. Point out that you are going to check some vocabulary points after they have read the text again.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the exercise individually, then compare their answers in pairs. Elicit answers and check understanding.

Answers

| | | |
|-----------------|---|------------|
| 1. freelance | 7 | technology |
| 2. mass | 3 | studies |
| 3. media | 6 | overtime |
| 4. company | 5 | salary |
| 5. starting | 1 | journalist |
| 6. unpaid | 8 | job |
| 7. information | 4 | car |
| 8. career-entry | 2 | media |

| | | | | |
|---------------|-----|----------------------------|-------|-----------------------------------|
| 1. articulate | (v) | speak | (adj) | able to put words together well ✓ |
| 2. issues | (n) | important points ✓ | (v) | sends out |
| 3. shifts | (n) | working periods ✓ | (v) | moves |
| 4. field | (n) | place for animals or crops | (n) | area, e.g., of work, study ✓ |
| 5. contribute | (v) | give money to | (v) | give items to ✓ |
| 6. cub | (n) | junior employee ✓ | (n) | small animal |
| 7. rise | (n) | (an) increase ✓ | (v) | (to) increase |
| 8. perks | (v) | gets more active | (n) | extra benefits ✓ |

B Identifying a new skill (1)

1. Tell students this exercise is all about dealing with new words. Check students understand the task. Students discuss sentences a.–e. in pairs. Do not elicit answers at this stage.
2. Ask a few students to read a section each aloud from Skills Check 1. The other students follow in their books. Check understanding and discuss the final question in the box.
3. Students look once more at sentences a.–e. Elicit ideas.

Answers

1. a. adjective (because comes before noun) = working hard?
b. verb (because comes after *must*) = push?
c. noun (because subject of *is*) = doing things on time?
d. adjective (because comes before noun) = kind of company – with offices all over the world?
e. adjective (or noun) (because comes before noun) = kind of manager?

C Identifying a new skill (2)

Methodology note

If you prefer, Exercise C2 can be done as a jigsaw reading activity. See the Teacher's Book notes on ordering in the Introduction for further details on this.

1. Take a look at Skills Check 2. Repeat the procedure for Exercise B2 above. Then write the following sentences on the board:
Read the section headings.
Predict the information in the section.
Read the section.
Ask the students:
Is this advice in the Skills Check? (Yes)
Is the advice in the correct order? (Yes)
Elicit an answer to the question *What is a section?* If necessary, you can refer students back to the *So you want to be a journalist* text and demonstrate the sections.
2. Check students understand the task and go over the example. Tell students not to worry about new vocabulary at this stage – you will explain this later. In the meantime, they can try out the strategies suggested above in Skills Check 2.

Students complete the task individually, then compare their answers in pairs. Elicit answers and check vocabulary as you go along; for example, *field*, *appropriate*, *sell yourself*, *smart clothes*.

Answers

| | | |
|------------------------------------|---|--|
| 1. Choose the right career for you | 1 | You must be interested in the field. |
| | 1 | Think about your hobbies and interests. |
| 2. Get the right qualifications | 2 | Find out the requirements for a career-entry job. |
| | 2 | Research the universities which offer the appropriate degree or diploma courses. |
| 3. Get useful work experience | 3 | Do summer jobs during your time at university. |
| | 3 | Join university clubs and help to organize events. |
| 4. Getting your first job | 4 | You must sell yourself at the interview. |
| | 4 | Wear smart clothes and give interesting answers to all the questions. |
| 5. Being a good employee | 5 | Always get to work on time. |
| | 5 | Meet all the work deadlines. |

Closure

Discuss with students if they agree with the advice in the exercise above or not.

3.8 Applying new reading skills: So you want to be an architect?

Objectives

By the end of the lesson, students will have:

- learnt some common core knowledge about the career of an architect;
- used co-text and subheadings to predict the content of a text;
- practised dealing with new words with more than one meaning in a text;
- used critical thinking to compare and evaluate two job descriptions.

Introduction

Write the subheadings on the board from the *So you want to be a journalist* article in Lesson 3.6. Ask students how much information they can remember from each section.

The sections are:

Personal qualities and abilities

Working hours

Workplace

Qualifications

Experience

Salary and benefits

Tell students that today they are going to read a job description for an architect. Ask them how much they already know about this job.

A Reviewing key skills

1. Set the task for pairwork. If students cannot remember the answers, ask them to look back at Lesson 3.6 OR you can put the first letter of each word (see answers below) on the board as a clue. Elicit answers.
2. Set the task with a time limit of one minute so that students do not read the whole text. Elicit answers, finding out how much information students (as a class) have discovered so far.

Answers

1. illustrations
title
headings
introduction
first paragraph

B Predicting content from section headings

Check students understand the task. Explain that one section will answer two questions. Students complete the task individually, then compare their answers in pairs. Point out once more that one section answers two questions. Elicit answers.

Answers

| questions | section |
|--|---------|
| 1. What can I earn? | f |
| 2. What examinations must I pass? | d |
| 3. What must I be able to do? | a |
| 4. What sort of personality must I have? | a |
| 5. What work skills must I have? | e |
| 6. When must I work? | b |
| 7. Where must I work? | c |

Methodology note

Tell students that it is not always necessary to read every word in a text. Sometimes there is not time for this; students should therefore learn to find the information they need as quickly as they can and then move on.

C Checking predictions

Check students understand the task and go over the example. Set a time limit of four minutes for the completion of the task. Students complete the exercise individually. When the four minutes are up, students can compare their answers in pairs. Elicit answers.

Answers

| questions | section | answer |
|--|---------|---|
| 1. What can I earn? | f | £25,000 per year |
| 2. What examinations must I pass? | d | degree in architecture |
| 3. What must I be able to do? | a | good at mathematics, able to draw, etc. |
| 4. What sort of personality must I have? | a | listen to clients, etc. |
| 5. What work skills must I have? | e | background in design |
| 6. When must I work? | b | 9 a.m. to 5 p.m. but overtime too |
| 7. Where must I work? | c | in a large company but also on your own |

Methodology note

All the words in Exercise D have at least two meanings. This is deliberate so that students practise selecting the appropriate meaning for the context the text is in.

D Dealing with words in context

Check students understand the task; tell them not to worry about words' meaning too much at this stage (although the part of speech will help students work out the words' meaning).

Go over the example. Students complete the table individually and compare their answers in pairs OR if students find this activity difficult, do two or three more answers as examples with the class. Students can continue individually or in pairs. They can refer to a dictionary if necessary. Monitor and give help where needed. Elicit answers, preferably using an electronic projection.

Answers

| Words | Part | How do you know? | meaning in context |
|---------------|------|--------------------------------|-----------------------------|
| 1. centres | n | <i>There are + noun phrase</i> | places with a lot of shops |
| 2. draw | v | <i>able to + v</i> | make pictures |
| 3. complex | adj | <i>v + adj + n</i> | hard to use |
| 4. carry on | v | <i>must + v</i> | continue |
| 5. practice | n | <i>after a = n</i> | company, business |
| 6. cover | v | <i>pronoun + v</i> | include |
| 7. background | n | <i>after a = n</i> | some experience in the past |
| 8. packages | n | <i>adj + n</i> | programs |

E Developing critical thinking

1–3. Set all the questions. Students discuss in pairs. Elicit answers.

Answers

1. 9 a.m.–5 p.m., like meeting people, can be freelance/own practice
2. a. architect
b. and c. Depends on students.
3. Depends on students.

Closure

Tell students which of the new words from today's lesson you would like them to learn.

Knowledge quiz: Review

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge from Themes 1–3;
- recycled the vocabulary from Themes 1–3.

Methodology note

See Teacher's Book notes from Themes 1–2 and also refer to the Introduction (page 14) for further ideas on how to do the quiz. As usual, the focus should be more on content than using the correct grammar.

Introduction

Tell students they are going to do a vocabulary quiz on the first three themes of the book. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over Themes 1–3.

1. Divide the class into two teams, 1 and 2. The teams should answer alternate questions. If the team gives an incorrect answer, the other team can have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.
2. Decide if you want students to use dictionaries or not. Students complete the vocabulary quiz in pairs. The pair who finish first and with the most correct answers are the winners.

For feedback, focus on the most difficult words only and briefly practise pronunciation if you have time.

3. Divide the class back into the same two teams again. Once more, alternate questions. When students have completed their five words, regroup the class into pairs – one student from Team 1, the other from Team 2. Students 'swap' answers

so that each student finishes with the answers to all ten questions.

For feedback, show an electronic projection of the correct answers.

Answers

1. See table below.

Note that the final column tells you where the word originally appeared so you can refer students back to that theme and skill.

| | | | |
|--|---|---|-------------------------|
| a. What is a <i>campus</i> ? | j | They are people you work or study with. | 2 Listening |
| b. What is a <i>graduate</i> ? | i | People who make fun of something you can't change. | 2 Reading |
| c. What is <i>plagiarism</i> ? | c | Using someone else's work without naming them. | 1 Reading |
| d. What is a <i>tutorial</i> ? | f | The human brain and individual behaviour. | 2 Listening |
| e. What is an <i>assignment</i> ? | k | People who show their feelings. | 2 Writing |
| f. What does a <i>psychologist</i> study? | h | The third stage, after secondary. | 1 Speaking |
| g. What does a <i>sociologist</i> study? | m | Employing someone for a job. | 3 Speaking |
| h. What is <i>tertiary</i> education? | n | A person who writes for a newspaper or a magazine. | 3 Reading |
| i. What are <i>bullies</i> ? | o | A person who designs buildings. | 3 Reading |
| j. What are <i>colleagues</i> ? | l | Payments for work. | 3 Listening; 3 Speaking |
| k. What are <i>emotional</i> people? | g | The behaviour of people in groups. | 2 Listening |
| l. What are <i>wages</i> and <i>salary</i> ? | e | A piece of written work, usually homework. | 1 Listening |
| m. What is <i>recruitment</i> ? | d | A discussion in a small group with a tutor about a topic. | 1 Speaking |
| n. What is a <i>journalist</i> ? | a | All the buildings of a university or college. | 1 Listening |
| o. What is an <i>architect</i> ? | b | A person with a degree. | 1 Speaking |

2. No specific reference to theme and skill here as the pairs of words appear in different places.

| | | |
|-----------------|---|---------------------|
| a. dominant | h | in your own country |
| b. mentally | e | dissatisfied |
| c. optimistic | f | with other people |
| d. punishment | g | chronological |
| e. satisfied | j | clerical |
| f. alone | i | part-time |
| g. alphabetical | b | physically |
| h. abroad | d | reward |
| i. full-time | a | submissive |
| j. manual | c | pessimistic |

3. No specific reference to theme and skill here as the pairs of words appear in different places.

| | | |
|--------------|---|--------------|
| a. hire | i | need |
| b. punctual | g | outgoing |
| c. hostile | d | old |
| d. ancient | f | organization |
| e. behave | h | mind |
| f. company | b | on time |
| g. extrovert | j | sick |
| h. brain | a | employ |
| i. require | e | act |
| j. ill | c | aggressive |

Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

Workbook answers

Reading

Exercise A

- 1./2. a. company
- b. manager / manual
- c. organize / organization
- d. advert / advertise / advertisement
- e. assistant
- f. businessperson / business
- g. customer
- h. department
- i. equipment
- j. recruit / recruitment

Exercise B

See crossword.

Exercise C

- 1. a. benefit
- b. design
- c. experience
- d. file
- e. research
- f. respect
- g. rise
- h. waste

The crossword puzzle grid contains the following words:

- 1. ADVICE
- 2. EMPLOYMENT
- 3. QUALITY
- 4. RESEARCH
- 5. TRAINING
- 6. RESEARCH
- 7. EXPERIENCE
- 8. ARCHITECT
- 9. INTERVIEW
- 10. JOURNALIST
- 11. RESPONSIBILITY

2.

| Verbs | Nouns | Adjectives |
|------------|---------------|----------------------------|
| advertise | advertisement | |
| advise | advice | (in)advisable |
| comfort | comfort | (un)comfortable |
| contribute | contribution | |
| create | creation | (un)creative |
| describe | description | |
| equip | equipment | (un)equipped |
| involve | involvement | (un)involved |
| impress | impression | (un)impressed / impressive |
| motivate | motivation | (un)motivated |
| organize | organization | (dis)organized |
| qualify | qualification | (un)qualified |
| reason | reason | (un)reasonable |
| rely | reliability | (un)reliable |
| satisfy | satisfaction | (dis)satisfied |
| tidy | tidiness | (un)tidy |

3. a. ~tion/~sion, ~ity, ~er/~or, ~ist/~ian, ~ment, ~ness, ~ance/~ence/~ency, ~ee
 b. un~ comfortable/creative/equipped/involved/impressed/motivated/qualified/reasonable/reliable/tidy
 dis~ organized/satisfied
 in~ advisable

Extended reading

Exercise A

- Answers depend on students.
- manufacturing (A)
call centres (N)
flexible (A)
self-employed (A)
guarantee (V)
team (N)
self-motivated (A)
update (V)
post (N)
supervisors (N)
- Answers depend on students.
- | | |
|-------------------|---------------------|
| a. job | post, position |
| b. worker | employee, applicant |
| c. qualifications | certificate, GCSEs |
| d. increasing | going up |
| e. disappearing | declining |
- | <i>Subject</i> | <i>Verb</i> | <i>O/C</i> |
|---|----------------------|--|
| a. <i>They</i> | <i>cannot expect</i> | <i>a full-time job for life.</i> |
| b. Most people | will change | their career ... |
| c. Qualifications | are | still important. |
| d. Workers | must develop | key skills ... |
| e. These skills | are | important ... |
| f. they | must produce | high-quality work |
| g. Employers | are offering | fewer jobs. |
| h. companies today | rely | on self-employed and part-time people. |
| i. The 21 st -century job market | is | very competitive. |
- Answers depend on students.

Writing: The interview process

3.9 Vocabulary for writing: Selecting people for jobs

Objectives

By the end of the lesson, students should be able to:

- understand the meaning of target vocabulary;
- write target vocabulary in isolation and in context;
- show understanding of the job description and person selection.

Introduction

Discuss job descriptions vs person descriptions.

A Building knowledge

Explain that students will read a text about choosing a new person for a job. Elicit some of the stages of this process, for example: *advertising, interviewing, selecting, etc.*

Set the task. Students complete the exercise individually, then compare their answers in pairs. Elicit answers and write them on the board so that students can check their spelling. Make sure students have used plurals for *candidates* and *references*. Point out the following:

- noun endings of *appointment, reference* and *selection, etc.*
- the prefix *un~* for *unsuitable*.

Ask a few questions to check their understanding of the text:

- *What is the aim of the selection process?* (To get a large number of candidates and choose the best one.)
- *How does the process begin?* (With a job description.)
- *Why is the job selection process at Acme Engineering bad?* (Because the manager does not take up references and does not conduct interviews.)
- *What is the Munro-Fraser Plan?* (It is a person description.)

You can tell students at this point that Munro and Fraser are the two people who devised this plan.

Answers

Paragraph 1

Selecting a new member of staff is not easy. Many companies have a long selection process with many stages. The aim is to get a large number of candidates for a job and then to choose the best one.

Paragraph 2

The process begins with a job description and ends with the appointment of one person. The process often includes references and interviews.

Paragraph 3

Acme Engineering does not have a good selection process. When there is a vacancy in any department, the manager puts an advertisement in the local paper. Candidates are asked to write a letter with information about their qualifications and experience. The manager does not take up references from previous employers. She does not conduct interviews. As a result, Acme Engineering has appointed many unsuitable people in the past few years.

Paragraph 4

The manager of Acme Engineering has asked a management consultant to design a good selection process for the company. The management consultant has suggested writing a person description for each vacancy. One way to write a person description is the Munro-Fraser Plan (see Table 1).

B Understanding new vocabulary

Tell students they are now going to see a person description – the Munro-Fraser Plan.

Check students understand the task and go over the example. Students complete the table in pairs. Monitor and give help where necessary. Elicit answers. Check understanding of new vocabulary and encourage discussion of concepts.

Answers

See table on the following page.

| | | |
|-------------------------|---|--|
| 1. qualifications | 6 | wants to become a manager; willing to work long hours to solve problems |
| 2. experience | 7 | able to manage a team of people, including some older engineers |
| 3. appearance | 2 | at least two years' work in a maintenance department |
| 4. attitude | 5 | able to learn about new products quickly; able to find solutions to problems |
| 5. intelligence | 4 | friendly, helpful |
| 6. motivation | 3 | smart |
| 7. interpersonal skills | 1 | degree in Engineering |

C Developing critical thinking

1. Set the task and elicit one or two ideas.
Students discuss in pairs. Elicit ideas and write them on the board.
2. Check students understand the task and go over the example. Students discuss in pairs. Elicit ideas.

Answers

Possible answers:

| | |
|-------------------------|---|
| 1. qualifications | – check on the application form
– check original documents at the interview |
| 2. experience | – check on the application form
– check at the interview
– ask the referees |
| 3. appearance | – ask for a photograph
– check at the interview |
| 4. attitude | – ask the referees |
| 5. intelligence | – check at the interview |
| 6. motivation | – ask the referees
– check at the interview |
| 7. interpersonal skills | – ask the referees
– check at the interview |

Closure

Dictate some of the target vocabulary from the lesson.

3.10 Real-time writing: A selection process

Objectives

By the end of the lesson, students should be able to:

- understand a simple flow chart;
- show understanding of the discourse structure of a selection process;
- know more about the selection process for jobs.

Introduction

Find out how much of the Munro-Fraser Plan the students can remember from the previous lesson. One way to do this would be to write the beginning of each heading on the board. Students complete each word, in speech and/or writing.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually and then compare their answers in pairs. Elicit answers.

Answers

Possible answers (other words may also fit):

| | |
|------------------------|---------------------|
| 1. write / produce | a job description |
| 2. design | an advertisement |
| 3. complete / fill in | an application form |
| 4. make / produce | a short list |
| 5. take up / follow up | references |
| 6. conduct | interviews |
| 7. interview | candidates |
| 8. appoint | the best candidate |

Methodology note

The flow chart can show what the stages of a selection process are and in what order these stages take place, but it cannot explain why. Therefore questions 4–5 of this exercise are very important.

B Understanding a discourse structure (1)

Set the task; students discuss the questions in pairs. Elicit answers.

Answers

| | |
|--|--|
| 1. How many stages are there in this selection process? | <i>nine</i> |
| 2. What is the first stage? | <i>vacancy – some students may say this is not a stage but it begins the process</i> |
| 3. What is the final stage? | <i>appointment</i> |
| 4. Why does Job description come before Person description ? | <i>because you must know the job before you know the best person</i> |
| 5. Why does References come after Short list ? | <i>because the manager does not want to write to lots of referees</i> |

C Understanding a discourse structure (2)

1. Refer students to the assignment under the Skills Check. Go briefly through the Skills Check as a class. Ask students to study the information for Assignment 2. Check understanding of the phrase *human resource management* – this is now the most common way of referring to managing people. People are a *resource* in the same way that computers are a resource.

Ask a few questions:

- *Which faculty has given this assignment?* (Business Studies)
- *What area of Business Studies is the assignment for?* (human resource management: selecting people)
- *How many main parts to the assignment are there?* (two)

2. Check students understand the task and go over the example. Elicit what tense is used in the example (*present simple*). Remind students to use it to describe the rest of the selection process. This is because the process is something that regularly happens.

Students complete the essay individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Once again, focus on the use of the present simple tense.

3. Students cover the flow chart. Using the essay as a guide, students try to redraw the flow chart.

Answers

2. The selection process of a suitable candidate for a job has many stages. Firstly, *the manager writes a job description*. The job description gives full details of the job.

Then, *the manager writes a person description*. The person description describes the best person for the job. After that, *the manager designs a job advertisement*. The advertisement contains information from the job description and the person description.

Next, *the manager puts the advertisement in several newspapers* because she wants a large number of people to apply. Candidates contact the company. *The manager sends them an application form*.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, *the manager makes a short list of candidates*.

Then, *she takes up the references*. She writes to the referees and she telephones them.

Finally, *the manager conducts interviews with two or three candidates*.

D Writing about a process

Set for pairwork completion. Feed back as a class, using an electronic projection, if possible.

Model answer

The selection process of a suitable candidate for a job has many stages. Firstly, the manager writes a job description. The job description gives full details of the job.

Then, the manager writes a person description. The person description describes the best person for the job. After that, the manager designs a job advertisement.

The advertisement contains information from the job description and the person description.

Next, the manager puts the advertisement in several newspapers because she wants a large number of people to apply. Candidates contact the company.

The manager sends them an application form.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, the manager makes a short list of candidates. Then, she takes up the references. She writes to the referees and she telephones them. Finally, the manager conducts interviews with two or three candidates.

E Developing critical thinking

Refer students to the one example of action + reason in the essay, e.g., *Next, the manager puts the advertisement in several newspapers because she wants a large number of people to apply.*

Set the task and elicit ideas. Students then write the reasons in the correct place in the essay beginning with *because*.

Answers

Target words in italics. Other ways of expressing the reasons are possible.

1. After studying all the applications, the manager makes a short list of candidates *because she does not want to interview all the candidates.*
2. Then, she takes up the references. She writes to the referees and she telephones them *because she wants people to tell the truth about the candidate.*
3. Finally, the manager conducts interviews with two or three candidates *because she must meet the best people face to face.*

Closure

You could ask students to have a go at writing the whole essay from their copy of the flow chart.

Set this as a homework task and ask students to print off or email you their answers.

3.11 Learning new writing skills: Writing about a process

Objectives

By the end of the lesson, students should be able to:

- spell words with the sounds /g/ and /dʒ/;
- use imperatives to produce simple flow charts for simple processes;
- demonstrate understanding of the use of chronological time markers in a text about a process;
- produce present simple passive sentences;
- produce sentences using conjunctions *because* and *so*.

Note: You may wish to provide students with plain paper, rulers, pencils and erasers for this lesson so that they can draw flow charts.

Introduction

On this occasion, you can select from the following:

1. Use Exercise A as the introduction.
2. Do one of the flow charts (making a cup of tea or a cheese and tomato sandwich – see Exercise B and Closure respectively) – as a jigsaw activity.
3. Revise the TOWER writing process.

A Developing vocabulary

1. Students complete the exercise individually and then compare their answers in pairs. Do not elicit answers at this stage.
2. Students read the Pronunciation Check and check their own work. Monitor and go over any problems.

Answers

| | |
|-------------|---------------|
| a. language | g. engineer |
| b. manager | h. wage |
| c. enjoy | i. colleague |
| d. job | j. aggressive |
| e. suggest | k. subject |
| f. June | l. assignment |

B Identifying a new skill (1)

Methodology note

The flow chart explains the method for the very British tradition of making a cup of tea! You may need to point this out to students as different cultures have different ways of producing tea.

1. Ask students to study Skills Check 1. Elicit answers to the question, *What are the rules for drawing a simple flow chart?* Check the meaning of the words *stages, process, arrow*.
2. Students should be able to work out the meaning of all the vocabulary in the flow chart from context. However, you can check the following verbs: *stir, pour, boil*, and the noun *kettle*. Mime actions if necessary. Students discuss the question in pairs. Elicit ideas.

The stage 'Remove teabag' is missing and could be placed in two or three different places. Some students may say they leave the teabag in while they are drinking their tea! Students may feel that the instruction 'Leave for two minutes' should also be included.

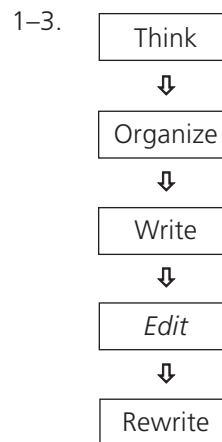
Methodology note

If your students have studied the Writing sections of the previous themes, they will be familiar with the TOWER process for writing. If not, you may have to explain this to them, or miss out this activity entirely.

C Practising a new skill

1. Set the task. Students discuss in pairs. Elicit answers.
2. Elicit answer.
3. Check students understand the task. Make sure they all have rulers and pencils. Monitor. Give feedback, preferably using an electronic projection. Highlight the imperative use of only one stage for each box. (For an extra flow chart activity, see Closure below.)

Answers



Methodology note

This activity again refers to the TOWER process of writing. However, in this case it does not matter if students have not done the previous Writing sections as the information is actually quite a good introduction to the idea (see Methodology note above).

D Identifying a new skill (2)

Students read Skills Check 2. Then refer students back to the model text about the job selection process from the previous lesson on page 89. Ask students to find and underline all the chronological markers.

Set the task and go over the example. Students complete the task individually, then compare their answers. Elicit answers, pointing out there is in fact more than one correct answer for sections 2–4. However, students should not repeat the same chronological marker.

Finally, write the word TOWER on the board and elicit what each letter stands for. (This could be an alternative Closure activity.)

Answers

Firstly, the writer thinks about the topic. The writer makes some notes or a spidergram.

Next, / Then, / After that, the writer organizes the information into paragraphs. Each paragraph contains information about one or two sub-topics.

After that, / Then, / Next, the writer produces the first draft of the essay.

Then, / Next, / After that, the writer edits the

first draft. The writer corrects problems with grammar, spelling and punctuation.
Finally, the writer rewrites the essay.

E Giving reasons

Go through Skills Check 3 with the class. Point out that both *because* and *so* are used to give reasons. The word order is *because* + reason, and reason + *so*.

Set the task and go over the first sentence with the students. With **less able classes** you can also elicit ideas for the remaining sentences.

Students complete the task individually.

Monitor, making a note of common errors.

Give feedback and go over the common errors you noted.

Answers

Answers depend on the students but here are some ideas.

1. Managers telephone referees because *they don't like putting bad things in writing*.
2. Architects must be able to listen to clients because *they must understand their needs*.
3. You must go to work every day because *people rely on you*.
4. The news never stops, so *some journalists work shifts*.
5. Journalists meet new people every day, so *they must be outgoing*.
6. Managers cannot interview all candidates, so *a small number is selected*.

Methodology note

Passives are very important in academic English because readers are often more interested in the action than the person who did it. In some cases, the person who did the action may not even be known to the writer, e.g., *Someone greets the candidates*. = *The candidate is greeted*.

Passives can also make an action sound more impersonal and therefore more academic, e.g., *I asked the candidate ...* = *The candidate was asked ...*

F Producing passive sentences

Have students read Skills Check 4 and check understanding. Check students understand the

task and go over the example. Students complete the exercise individually. Monitor and give help where necessary. Make a note of any common problems. Students compare their answers in pairs. Elicit answers, preferably using an electronic projection. Go over any common problems.

Answers

| | |
|---|---|
| 1. The manager writes a person description. | <i>A person description is written.</i> |
| 2. The manager designs a job advertisement. | <i>A job advertisement is designed.</i> |
| 3. <i>The manager puts the advertisement in several newspapers.</i> | The advertisement is put in several newspapers. |
| 4. <i>The manager sends candidates an application form.</i> | Candidates are sent an application form. |
| 5. The candidates complete the form. | <i>The form is completed (by the candidates).</i> |

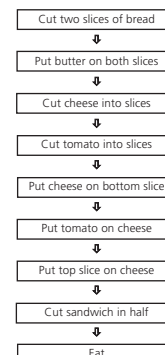
Note that there are always two possible passives with ditransitive verbs such as *send*, e.g., *Candidates are sent an application form* OR *An application form is sent to candidates*. However, it is not necessary to overcomplicate things at this stage.

Closure

Students can try another flow chart. Ask them to draw one for making a cheese and tomato sandwich. Here are two possible approaches:

1. Elicit the stages orally. Then students draw the flow chart.
2. Photocopy the stages below and 'jigsaw' them. Students put the pieces of paper into the correct order. Remove the pieces of paper. Students draw the flow chart.
 (If you prefer, do this straight after Exercise C rather than leaving it until the end of the lesson.)

Making a cheese and tomato sandwich



3.12 Applying new writing skills: An interview process

Objectives

By the end of the lesson, students should be able to:

- draw a flow chart to explain a selection process;
- use target vocabulary and language from the theme to produce a text describing a selection process.

Note: Once again, you may want to provide students with plain paper, pencils, erasers and rulers for drawing flow charts.

Introduction

As this is quite a long lesson, use Exercise A for the introduction.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the exercise individually and then compare their answers in pairs. Elicit answers.

Answers

Possible answers:

| | |
|-------------------------|---|
| 1. write? | <i>a job description / person description</i> |
| 2. design? | <i>an advertisement</i> |
| 3. send? | <i>an application form</i> |
| 4. complete and return? | <i>an application form</i> |
| 5. make? | <i>a short list</i> |
| 6. take up? | <i>references</i> |
| 7. telephone? | <i>a referee</i> |
| 8. conduct? | <i>an interview</i> |
| 9. interview? | <i>a candidate</i> |
| 10. select? | <i>the best candidate</i> |

Methodology note

Try not to let this activity go on for too long, so that you allow enough time for the writing. If necessary, do the jigsaw activity with three groups focusing on the three different stages of the interview, rather than everyone having to put all the stages in order. This would save time.

B Thinking and organizing

1. Students' books closed. In pairs or small groups, students brainstorm the interview process. After a few minutes, students can compare their ideas with those presented in the book. Now read the rubrics about the three sections of the interview process aloud with the students following in their books. Set Exercise B1. Students can work on this in pairs.
- 2/3. This activity will be much easier if you do it as a jigsaw activity. Set the task, students complete the exercise in pairs or small groups (depending on how many sets of jigsaw sentences you have). Elicit answers, preferably using an electronic projection. Check understanding of vocabulary. Note that sometimes there is more than one possibility for the order of stages.

Answers

Possible answers:

| | | |
|---|---|--|
| D | 8 | Candidate can ask questions |
| D | 3 | Check qualifications and experience |
| B | 3 | Give candidates a personality test |
| B | 2 | Give candidates tea / coffee / biscuits |
| A | 1 | Interviewers discuss candidates |
| A | 2 | Interviewers make a decision |
| D | 1 | Introduce the interviewers |
| A | 3 | Manager sends letter to successful candidate |
| A | 4 | Manager sends letters to unsuccessful candidates |
| B | 1 | Organize interview room |
| D | 5 | Question: Tell me about yourself. |
| D | 6 | Question: Why do you want to work here? |
| D | 7 | Question: Why should we hire you? |
| D | 2 | Short conversation, e.g., weather, journey |
| B | 4 | Take candidates on tour of company |

Methodology note

We have given two model answers for the writing task below. One is a simpler version to be used for less able classes, or for students who do not use passive verbs. However, some sentences in the active voice focus on the wrong person – e.g., the secretary, the junior manager – or are clumsy in English because we need to use the phrase *he or she*.

There are many ways to approach this exercise and make use of the two model texts. For example, you could give students the first model answer, which is written in the active voice – perhaps as a gapped text – and then ask students to rewrite it in the passive voice. The second model text would then be handed out for students to check their writing.

C Making a flow chart

Check students understand the task. Start the flow chart on the board with the first two stages. Remind students about:

1 stage = 1 box

arrows

use of imperatives

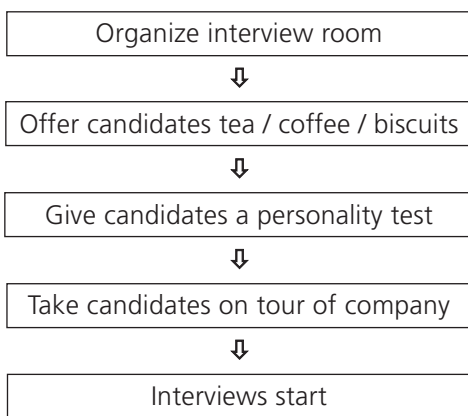
allow enough space in box for writing!

Students complete their flow charts individually and then compare them in pairs. Monitor and give help where necessary. Elicit answers using an electronic projection.

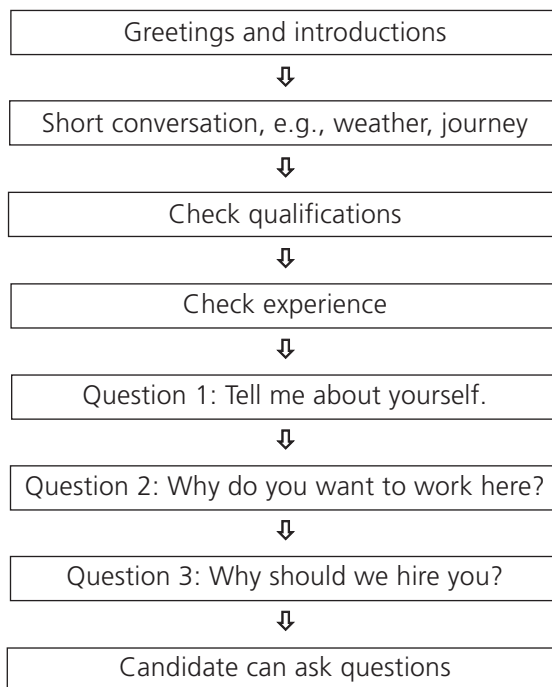
Answers

Model flow charts:

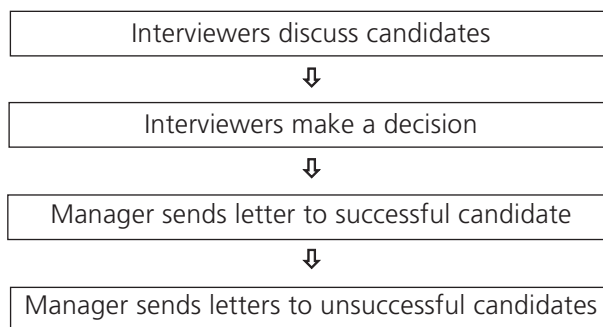
Before the interviews:



During each interview:



After the interviews:



D Describing a process

Start the writing activity by eliciting and writing the first few sentences of one of the model answers (see page 122 of this book) on the board. Encourage students to think of reasons why some of the stages happen, for example: *Why does the company offer tea and biscuits?* (Because it wants the interviewees to relax / it wants to welcome the interviewees, etc.)

Students then copy the text and continue, using the template on page 93 of the Course Book, or their notepads. Monitor and give help where necessary. Make a note of common errors.

E Editing

Remind students how to mark each other's work using the grid on page 94 of the Course Book. See earlier themes and Introduction to the Teacher's Book. Monitor and give help where necessary. Continue to make a note of errors. Give feedback on errors before students start writing their final drafts.

F Rewriting

As usual, this can be done in class or set for homework. At some point, the model answers can be copied and distributed for comparison.

Model answer (without passive) with possible extra 'reason' sentences in italics:

Before the interviews

A secretary organizes the interview room. When the candidates arrive, a junior manager offers them tea or coffee and biscuits *because the company wants to welcome them*. Then the manager gives them a personality test. *The company wants to impress the candidates, so*, after that, the manager takes the candidates on a tour of the company. Finally, the interviews start.

During each interview

One of the interviewers greets each candidate. He or she introduces the candidate to the other interviewers. One interviewer has a short conversation with the candidate about the weather, for example, *because the interviewers want to put the candidate at ease*. Then the interviewers check the qualifications and experience of the candidate. After that, one of the interviewers asks: Tell me about yourself. *The company wants to check the motivation of the candidate so*, next, another interviewer asks: Why do you want to work here? Then the third interviewer asks: Why should we hire you? Finally, the candidate can ask questions.

After the interviews

After interviewing all the candidates, the interviewers discuss them. Then, they make a decision. The manager sends a letter to the successful candidate. He or she also sends letters to the unsuccessful candidates.

Model answer (with passive) with possible extra 'reason' sentences in italics:

Before the interviews

The interview room is organized. When the candidates arrive, the candidates are offered tea or coffee and biscuits (by a junior manager) *because the company wants to welcome them*. Then they are given a personality test. *The company wants to impress the candidates, so*, after that, the candidates are taken on a tour of the company. Finally, the interviews start.

During each interview

Each candidate is greeted and introduced to the other interviewers. One interviewer has a short conversation with the candidate, about the weather, for example, *because the interviewers want to put the candidate at ease*. Then the candidate's qualifications and experience are checked. After that, the candidate is asked: Tell me about yourself. *The company wants to check the motivation of the candidate so*, next, the candidate is asked: Why do you want to work here? Then the candidate is asked: Why should we hire you? Finally, the candidate can ask questions.

After the interviews

After interviewing all the candidates, the interviewers discuss them. Then, a decision is made. A letter is sent to the successful candidate. Letters are also sent to the unsuccessful candidates.

Closure

Round off the lesson by telling students in what ways their writing is improving and pointing out to them what they still need to work on.

Portfolio: Jobs

Objectives

By the end of the lesson, students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification regarding new information;
- used integrated skills in order to talk and write about different jobs;
- learnt more common core knowledge about different jobs and their responsibilities.

Introduction

Use Exercise A as the introduction on this occasion. Alternatively, revise any of the job descriptions covered in the previous sections of this theme.

A Activating ideas

1. Elicit the names of the jobs. Students discuss the question in pairs. Some of the answers are quite hard, some are more obvious.
2. Once again students discuss in pairs. Elicit ideas and encourage students to give reasons:
I would hate to be a police officer because ...

B Gathering information (1)

1. The questions could be made into a handout with spaces for students to write notes for the answers. Discuss with the class what they think some of the answers will be for:
 1. a primary school teacher
 2. a solicitorbut do not confirm or correct at this stage. Divide the class into two groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay 🎧 3.19 or 🎧 3.20, or ask for them to be replayed.

2. Redivide the class into pairs, checking that there is one student from Group A and one from Group B. Check students understand the task; basically they need to exchange information. Practise the questions. Students need to complete each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table on the board.
3. Students discuss in pairs. Elicit answers.

Answers

Model notes

1.

| | | |
|--|--|---|
| 1. What is the name of the job? | Primary school teacher | Solicitor |
| 2. What does the job involve? | teaching children between 5 and 11; all subjects, e.g., History, Geography, Science | helping people with legal problems or legal documents, e.g., when you buy or sell a house |
| 3. What sort of person is good at the job? | patient; likes children | patient; able to listen; careful |
| 4. What are the working hours? | 8 a.m.– 5 p.m., Monday to Friday but work at home preparing lessons, marking homework, writing reports; managing clubs | 37 hours per week, Monday to Friday but may be on call at weekends and during national holidays |
| 5. What are the benefits? | average work = 40 weeks per year (but lots of preparation in the holidays) | can start your own business after some years |
| 6. What qualifications do you need? | teaching certificate; one year as a practice teacher | degree or diploma in law |
| 7. What experience do you need? | younger brothers and sisters; summer job at a school | work experience in solicitor's office |
| 8. What is the starting salary? | £18,000 p.a. first year | £14,000 p.a. first year |

3. Answers depend on students.

Transcripts

Presenter: Track 3.19

Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £18,000 per year at first.

Presenter: Track 3.20

Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years. The best work experience for this job is working with a local solicitor, in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £14,000 per year at first.

C Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number: 1 or 2. Allocate the texts as follows:
S1 – should read the text about the Advertising executive on page 96;
S2 – should read the text about the Petroleum engineer on page 97.
Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. If you wish, all the notes can go into a table as in the model answers.
During this stage, refer students back to the text if they have missed any key points. Use the model notes at the end of this lesson and check them against the notes which are emerging from each student.
2. The focus shifts to oral work; students must now ask questions and listen to answers in order to make further notes.
Check students understand the task. Each student must give the relevant information of his/her job description while the other student takes notes. Encourage listeners to ask questions if they are not sure of the information given. Monitor and assist each pair. Once again, use the model notes to ensure that the groups are producing good notes for both job descriptions.
Finally, give feedback in two stages: firstly on students' performance and oral work; secondly, use an electronic projection to show the model answers on the board as feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute them as handouts.

Answers

Model notes

| | | |
|--|---|--|
| 1. What is the name of the job? | Advertising executive | Petroleum engineer |
| 2. What does the job involve? | thinking up new ideas for advertisements; making adverts | designing and building refineries; responsible for maintenance, health and safety |
| 3. What sort of person is good at the job? | knowledgeable, creative, passionate about work, determined, not afraid to compete | interested in chem.; good at maths; understands principles of engineering; high standard of comp. literacy, esp. CAD |
| 4. What are the working hours? | lots of early morning, evening and weekend work | 37–40 hours R and D
50–55 inc. evenings / weekend |
| 5. What are the benefits? | sometimes can work in other countries | exciting! |
| 6. What qualifications do you need? | degree but not a particular subject | degree in Chem. Eng. |
| 7. What experience do you need? | some evidence of creativity – paintings, drawings, poetry, other creative writing | computer programs, esp. CAD |
| 8. What is the starting salary? | £18,000 p.a. at first but can rise to £40,000 | £19,000 = training
£35,000 = experienced
£50,000 = more qualified |

D Giving a talk

Remind students about the pronunciation of some of the target vocabulary and about stressing key words.

When students have chosen a job to speak about, divide the class into groups of students. Students of the same group must have the same choice. If you do not get roughly equal numbers for each job, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.


Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- Fluency
- Accuracy (especially present tenses – both active and passive, and *must*)
- Pronunciation of target vocabulary
- Pronunciation of target consonant sounds /g/ and /dʒ/
- Stressing key words/phrases in sentences
- Successful completion of task.

E Writing

Elicit what students already know about the job of a retail manager. Ask them if they have ever worked in a shop.

Set the task. Students should listen and make notes in a similar way to Exercise B. Play  3.21. Students compare notes in pairs. If necessary, play the CD again.

Students write a job description for the retail manager. Monitor and give help where necessary, making a note of common errors. Give feedback on common errors.

If you prefer, you can set a freer writing activity as follows:

Choose a job you are interested in. Write a short essay explaining why you would be good at the job. This does not have to be one of the jobs from this lesson, but could be something completely different.

Answers

Answers depend on students.

Model note:

| | |
|--|---|
| 1. What is the name of the job? | Retail manager |
| 2. What does the job involve? | manage a department, then a complete store; organize the work of the staff; check stock |
| 3. What sort of person is good at the job? | confident; able to deal with people |
| 4. What are the working hours? | 9 a.m.–5 p.m., six days a week but lots of overtime (unpaid) |
| 5. What are the benefits? | discount on purchases from the store |
| 6. What qualifications do you need? | any degree but one in business or retail management best |
| 7. What experience do you need? | sales experience in summer holidays |
| 8. What is the starting salary? | £12,000–£17,000 depending on the size of the company |

Transcript

Presenter: Track 3.21

Voice: The job is Retail manager. *Retail* is another word for 'selling' so a retail manager is in charge of a shop or a store. At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store.

A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy. A manager must be confident. A manager must be able to deal with people – staff and customers. The normal working hours are nine to five, six days a week, but there is lots of overtime. This is not paid for in many cases. A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10 or 20 per cent less than other customers.

You need a degree for most stores. A degree in Business or Retail management is obviously the best. Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends. The starting salary is quite low – about £12,000 in a small company, perhaps £17,000 in a large company.

Workbook answers

Writing

Exercise A

Answers depend on students.

Exercise B

1. Personal qualities and abilities: good communication skills, punctual and reliable, able to use a computer
Working hours: variety of shifts / working hours
Workplace: office
Job description: taking calls – dealing with customer' enquiries and complaints, taking orders, making calls – telesales and money collection
Qualifications: degree
Experience: not necessary – training given
Salary and benefits: £10,000 – £20,000 per year
2. Answers depend on students.

Exercise C

1.

| | |
|------------------|---------------|
| a. manger | manager |
| b. persun | person |
| c. peeple | people |
| d. decription | description |
| e. interveiw | interview |
| f. advertisement | advertisement |
| g. qalification | qualification |
| h. experence | experience |
| i. refree | referee |
| i. aplication | application |

2. They all have double letters.

Exercise D

- 1.–2 a. We *advertised* (V) the job in the national papers last week.
- b. Over 200 people *applied* (V) for it.
- c. But, of course, we can only *employ* (V) one person.
- d. Many of the *applicants* (N) didn't have the right experience and were *unqualified* (A).
- e. So that's why they didn't *succeed* (V).
- f. The last *interviewee* (N) was a little nervous but I think she will get the job.
- g. She is very *intelligent* (A) and has a great attitude.
- h. I *described* (V) the job to her and she seemed very enthusiastic.
- i. She also has a lot of experience in *training* (V) employees in key skills.
- j. We have given her an *appointment* (N) for a second interview.

