Just a job?

1. Look at the photo. What’s the man’s job? Do you think he enjoys it? Why/Why not? Would you like to do it?

2. Read the quote. Is this true for you or anyone you know?

‘Choose a job you love and you will never have to work a day in your life.’
Confucius

Window cleaning, 35th floor of the Shard, London
Grammar  State and activity verbs

1 How do you begin your day? What’s your early morning routine? Tell the class.

2 Listen to a song called *9 to 5*. Answer the questions.
   - How does the singer begin her day?
   - Does she enjoy her work? Why/Why not?
   - What’s the ‘rich man’s game’?
   - What do you think her job is?

‘How I stay calm’ – by people in stressful jobs

1 Look at the photos. Which jobs do you think are most/least stressful? Why? Which would you most/least like to do? Why?

2 Work with a partner. Ask and answer questions about the people. What does Gary do?

   He’s a football manager.

   What’s he doing in the picture?

   He’s shouting at his team.

3 Listen to the four people talking about their jobs. After each one answer these questions.

   1 What do they find stressful about their job?
   2 What do they do to relax or stay calm?
   3 What are they doing at the moment?

4 Listen again and complete the sentences. What else can you remember about each person?

   **GARY**
   1 I _______ that the manager _______ always blamed when the team _______.
   2 I never _______ the 24-hour sports channels. I _______ on social media.
   3 I _______ DIY around the house. I _______ the kitchen at the moment.

   **JOAN**
   4 I _______ that a good school _______ a huge difference to the lives of young people.
   5 I _______ for the Great Welsh Marathon at the moment, so I _______ eight miles, three nights a week.

   **KYLE**
   6 We _______ up and down in a … diving bell, which _______ lowered to the sea bed.
   7 Even when I _______ not _______, I _______ the sea – it _______ me.
   8 I _______ actually _______ my own boat at the moment.

   **BONNIE**
   9 I _______ their distress.
   10 In my few free moments I _______. I _______ a little blue jacket for my sister’s baby.
**Practice**

**Questions and answers**

1. Read an interview with Gary Rudd, the football manager. Which question goes with which answer?

   - Don’t you like your job?
   - Do you and your wife relax at all?
   - How long are you going to stay as manager?
   - How do you get a balance between work and home life?
   - Do you have any children?
   - What does your wife think about that?
   - Do you like your job?
   - I know it’s stressful.

2. Complete questions 1–8 about Gary. Then ask and answer them with a partner.

   - Does he have any children?
   - Yes, he does. He has twin daughters.

**Talking about you**

3. Talk to a partner about yourself using the prompts in the box.

   - I visit my grandmother as often as I can.

   - I usually/occasionally/rarely/hardly ever ... as often as I can
     - once a fortnight
     - eight hours a day
     - one evening a week
     - on a Sunday
     - twice a year
     - on holiday
Who’s that? Simple and continuous

1 It’s Sarah’s first day in a new job. Listen to Josh talking to her about the people in the picture. What are their names? What are their jobs?

<table>
<thead>
<tr>
<th>Names</th>
<th>Job titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Nigel</td>
</tr>
<tr>
<td></td>
<td>Human resources (HR) manager</td>
</tr>
<tr>
<td>Matthew</td>
<td>CEO (Chief Executive Officer)</td>
</tr>
<tr>
<td>Edward</td>
<td>Information technology (IT) manager</td>
</tr>
<tr>
<td>Helena</td>
<td>Accountant</td>
</tr>
<tr>
<td>Christina</td>
<td>Personal assistant (PA)</td>
</tr>
<tr>
<td>Jenny</td>
<td>Sales director</td>
</tr>
</tbody>
</table>

2 What are the people doing in the picture? What are they wearing?

Nigel’s sitting at the top of the table reading something. He’s wearing a bright blue tie.

Listen again. What is said about each person?

Nigel shouts a lot, but he listens as well.

3 Match a job with a description and a current project.

<table>
<thead>
<tr>
<th>Job</th>
<th>Job description</th>
<th>Current project</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO</td>
<td>is in charge of budget and cash flow</td>
<td>buying new hardware</td>
</tr>
<tr>
<td>PA</td>
<td>negotiates prices and contracts with customers</td>
<td>recruiting new staff</td>
</tr>
<tr>
<td>Accountant</td>
<td>runs IT support team</td>
<td>preparing to visit customers in China</td>
</tr>
<tr>
<td>Sales director</td>
<td>is responsible for running the whole company</td>
<td>organizing hotel bookings for the sales conference</td>
</tr>
<tr>
<td>IT manager</td>
<td>looks after personnel and their conditions for employment</td>
<td>writing the annual financial report</td>
</tr>
<tr>
<td>HR manager</td>
<td>makes appointments and arrangements</td>
<td>discussing plans and targets with the Board of Directors</td>
</tr>
</tbody>
</table>

4 Read and listen to the conversation, then practise it with a partner.

A What’s your job?
B I’m a Human Resources manager.
A So, what do you do exactly?
B I look after the employees and their training, and make sure they’re happy.
A And what are you working on at the moment?
B I’m recruiting and interviewing. We’re trying to find new staff for our office in Paris.

Make similar conversations with the jobs in 3 or with your jobs.

5 Complete the sentences using the verb once in the Present Simple and once in the Present Continuous.

1 come
Klaus _______ from Germany.
We _______ on the 10 o’clock train.

2 not have
He _______ any children.
He _______ a holiday this year. He’s too busy.

3 see
I _______ the dentist next week. I think I need a filling.
I _______ what you mean, but I don’t agree.

4 not think
I have an exam tomorrow, but I _______ about it.
I _______ she’s very clever.

Check it

6 Are these sentences right (✓) or wrong (✗)? Correct the wrong sentences.

1 Are you understanding what I’m saying?
2 I’m enjoying the course. It’s great.
3 What are you thinking about?
4 I’m thinking you’re really nice.
5 I’m not believing you. You’re telling lies.
6 I’m knowing you’re not agreeing with me.
7 I hear you have money problems.
8 We’re so worried. We’re owing a lot of money.
Active and passive

1 Read the statistics. Work with a partner and underline the correct form.

Statistics about jobs and money in the UK

1 The average worker pays/is paid £27,000 a year.
2 The average family pays/is paid £730,000 in tax in their lifetime.
3 19% of the workforce employed/are employed by the state.
4 The biggest employer is the *NHS, with 1.7 million workers. However, many NHS jobs are cut/are being cut at the moment. *NHS – National Health Service
5 The workforce makes up/is made up of 53% men and 47% women.
6 Women earn/are earned on average 9.6% less than men for full-time work.
7 91% of fathers take/are taken time off after the birth of their baby.
8 On average, children aged 8–15 give/are given £6.35 pocket money every week.
9 80% of British households own/are owned a car.
10 On average, every adult owes/is owed £28,900 in debt.

2 Do any of the statistics surprise you? Do you know similar facts about jobs and money in your country?

Grammar reference 3.5–3.6 p143

Put the verbs in the Present passive, Simple, or Continuous.

1 ‘Can I help you?’ ‘I’m being served (serve), thank you.’
2 A lot of manufactured goods make (make) in China.
3 ‘Why are you getting the bus?’ ‘My car is being service (service).’
4 Service (service) include in the bill?
5 Nearly 50% of the food we buy import (import).
6 The banking industry in the UK situate (situate) in London.
7 The hotel is closed while the bedrooms redecorate (redecorate).
8 Footballers pay (pay) far too much money.

Speaking and listening

Who earns how much?

1 Look at the chart. Which of the jobs do you think are the most beneficial to society? Put them in order of importance, with number 1 being the most useful.

<table>
<thead>
<tr>
<th>Salary</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>£300,000</td>
<td>Sales assistant</td>
</tr>
<tr>
<td>£2.3 million</td>
<td>Nursery nurse</td>
</tr>
<tr>
<td>£17,000</td>
<td>Pilot</td>
</tr>
<tr>
<td>£77,000</td>
<td>Doctor</td>
</tr>
<tr>
<td>£12,000</td>
<td>IT manager</td>
</tr>
<tr>
<td>£32,000</td>
<td>Premier League footballer</td>
</tr>
<tr>
<td>£70,000</td>
<td>Investment banker</td>
</tr>
<tr>
<td>£39,000</td>
<td>Police officer</td>
</tr>
<tr>
<td>£10,000</td>
<td>Teacher</td>
</tr>
<tr>
<td>£70,000</td>
<td>Farm worker</td>
</tr>
</tbody>
</table>

2 Work with a partner. Discuss which job you think goes with which salary.

I think a doctor is paid about … Doctors earn much more than …

How much do you think … get paid?

I don’t think they get as much as …

3 Check your answers with the chart on p156. Compare your ideas in 1. Do you think the salaries are fair?

4 Listen to four people talking about their work. Can you work out what their jobs are? What do they find difficult about their job?

Project

Interview someone you know about his/her job. Tell the class about this person.

I talked to X, who’s a/an X.
She/He starts work at …
She/He has to …
She/He likes the job because …
On her/his days off she/he …
Reading and speaking
Dan Price – the best boss in America

1 Look at the photos, title, and subheading. Why is Dan Price an unusual boss?

2 Close your eyes and listen to the opening paragraph. Imagine the scene as you listen.

3 Answer the questions.
   1 Who are the people? What are they doing?
   2 What's the name of the company?
   3 Who is the latecomer? Why does he not look like the boss?

4 Read the rest of the article. Read these lines from it and answer the questions in italics.
   1 ‘To help pay for this, he cut his salary.’ (line 4) What does ‘this’ refer to?
   2 ‘Price’s action made him a hero for low-paid workers.’ (line 5) What was his action?
   3 ‘The attack has not lessened his enthusiasm.’ (line 11) Who attacked him? What did they say?
   4 ‘Price is clearly moved by the ways their lives have already improved.’ (line 16) Whose lives? How have their lives improved?
   5 ‘If we fail, this experiment will fail.’ (line 24) Who are ‘we’? Why are they important to the experiment?
   6 ‘I get close to tears every one I hear.’ (line 28) Who says this? Who has he heard?
   7 ‘In the US, they now make 300 times more than a typical worker.’ (line 33) Who are ‘they’?
   8 ‘This is now on hold.’ (line 38) What is ‘on hold’?
   9 ‘Price is sure of one thing.’ (line 44) What is he sure of?

5 Read the article again. Work with a partner. What do these numbers refer to?

31,000 500 million 120 70 5,000
1965 183 1,000
★ Last April, **Dan Price** announced that he was going to pay all his staff a minimum wage of $70,000 (£46,000) – the average at the time was $48,000 (£31,000). This amount, he decided, was necessary for a ‘normal life’. To help pay for this, he cut his $1.1 million salary to the same amount. In a world of greedy CEOs and terrible income inequality, Price’s action made him a hero for low-paid workers. There were 500 million posts on social media as the news flew around the world.

Then came the criticism, immediate and violent. Fox News called him the ‘lunatic of all lunatics’. Business leaders and economists attacked him for interfering with the free market.

I met Price at the offices of his company in Seattle. The attack has not lessened his enthusiasm, but he’s worried. He’s aware the world is watching. Researchers from Harvard Business School are tracking Gravity’s results. The new pay structure affects 70 of the 120 employees. Price wants all his staff to experience the ‘American Dream’ and is clearly moved by the ways their lives have already improved.

I spoke to **Nydelis Ortiz**, a 26-year-old underwriter at Gravity, whose salary will nearly double from $36,000. She was the first in her family to go to college. ‘I’m making more than both my parents combined. My mom cried,’ she says.

Then there’s **Garret Nelson**, 31, a sales rep. His $5,000 pay increase came at a good time for the father of five – his youngest daughter is just a few days old. He thinks there are many people hoping Price’s experiment will fail. ‘As a salesman he knows it’s vitaly important that it works. ‘If we fail, … this experiment will fail.’

It’s not only Gravity workers whose lives are improving. Price has heard of hundreds of other bosses who have raised wages after hearing his story. ‘I get letters, emails, Facebook and Twitter messages,’ he says. ‘It’s great. I get close to tears every one I hear. There was a clothes factory in Vietnam that tripled their pay …’

*Other company owners told him he was crazy, but he thinks his staff work harder and their lives are easier because they have ‘less stress’. CEOs prepared to cut their salaries are rare. In the US, they now make 300 times more than a typical worker – it was 20 times in 1965. In the UK, it’s 183 times as much.*

Price, the boy from rural Idaho, used to have a jet-set lifestyle. This is now on hold. His work fills his life. He’s not even got time for a girlfriend. He says, ‘I’ve got a thousand things going on’. And at least he has the company of his dog, Mikey.

Whatever happens next, Price is sure of one thing – the millions he’s spending on his pay project is the best money he’s ever spent. His employees are very grateful, but they also feel worried. If the experiment fails, it will not just be Price who gets hurt.

**Go online to watch a video about a very different job.**

---

**Vocabulary**

6 Certain words often go together. Match a word in A with the word it goes with in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>sip</td>
<td>wage</td>
</tr>
<tr>
<td>unkempt</td>
<td>increase</td>
</tr>
<tr>
<td>jet-set</td>
<td>coffee</td>
</tr>
<tr>
<td>credit card</td>
<td>important</td>
</tr>
<tr>
<td>minimum</td>
<td>debt</td>
</tr>
<tr>
<td>pay</td>
<td>hair</td>
</tr>
<tr>
<td>vitally</td>
<td>lifestyle</td>
</tr>
</tbody>
</table>

**What do you think?**

- What’s your opinion of Dan? Will his experiment succeed or not?
- Do you agree that staff work harder if they have less stress?
- Is there ‘income inequality’ in your country? Give examples.
Vocabulary and listening
Balancing work and life

1 What do you do when you aren’t working? Make a list of what you do in your free time. Who do you do it with? Where? Tell the class.
go on social media  go for a run  watch TV  sing in a choir

2 Work with a partner. Look at the activities in the box. Match them with the photos.

<table>
<thead>
<tr>
<th>knit or sew</th>
<th>do yoga</th>
<th>go camping</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to the gym</td>
<td>play squash</td>
<td>play computer games</td>
</tr>
<tr>
<td>go shopping</td>
<td>do water sports</td>
<td>go horse riding</td>
</tr>
<tr>
<td>do DIY</td>
<td>cycle</td>
<td>go jogging</td>
</tr>
</tbody>
</table>

3 Which of them …
• do you do alone/with other people?
• do you do indoors/outdoors/in a special place? Where?
• need special clothes or equipment? What?
• do you like doing?

4 Which of these things go with the activities in exercise 2?
a helmet  the sales  a surfboard  shorts
a drill  a saddle  a store card  a tent
meditation  needle and thread  an tracksuit  a racket
a screen  a sleeping bag  a headset  a wet suit
trainers  a screwdriver  a mat

5 Listen to three members of the Baines family talking about balancing their work and leisure activities. Take notes about them as you listen.

<table>
<thead>
<tr>
<th>Name</th>
<th>Work</th>
<th>Leisure activities</th>
<th>Why they do them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucinda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barney</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Work with a partner and compare your notes.

Talking about you
Talk to each other about your work–life balance and the work–life balance of others in your family.

Go online for more vocabulary practice
Everyday English  Making small talk

1 When do we make small talk? Who with? What about?

2 3.10 Read and listen to Erin and Bruno at a business conference. In what ways is their conversation an example of ‘small talk’?

Erin  So, what do you think of Chicago, Bruno?
Bruno  … really interesting/great city/amazing buildings/people friendly.
   It’s really interesting. Chicago’s a great city, isn’t it? There are some amazing buildings, and I find the people really friendly!
Erin  Yes, they are, aren’t they? When did you get here?
Bruno  … yesterday/fly from Miami/flight a bit late/wind/didn’t matter
Erin  Well, Chicago’s often called ‘the windy city’ you know.
Bruno  Is it/?/not know that
Erin  And where are you staying while you’re here?
Bruno  … Avenue Hotel/convenient for the conference/room not very big/OK
Erin  That’s too bad! Never mind. And do you live in Miami, Bruno?
Bruno  Yes now/live in a suburb/not far/sea/but/Brazil originally/born/São Paulo
Erin  So you’re Brazilian. Your English is very good. Where did you learn it?
Bruno  … very kind/sure/lots of mistakes/school for years/also/work/US/five years
Erin  Oh, have you? That’s interesting! And how long are you here in Chicago for?
Bruno  Only five days/just/the conference/leaving/the 17th
Erin  Oh, so soon! And have you managed to see anything of our city yet?
Bruno  … not seen a lot yet/walk along the lakefront this morning/want/to take a boat tour from Navy Pier/and/up to the Skydeck
Erin  Oh yes, you get a fabulous view of the city from up there. Well, Bruno I hope you enjoy the rest of your stay.
Bruno  Thank you/been nice talking

3 Work with a partner. Read the conversation again and use the prompts to answer Erin’s questions. Practise it with your partner.

3.10 Listen again and compare.

SPOKEN ENGLISH  Making conversation

1 In conversation …
   • we try not to answer in just one or two words – we add information to keep the conversation flowing.
     ‘It’s really interesting. It’s a great city, isn’t it?’
   • when we’re listening, we make comments to show interest.
     ‘Yes, they are, aren’t they?’ ‘That’s too bad!’

Find examples in Erin and Bruno’s conversation.

2 We often soften a negative comment.
   ‘It was a bit late landing.’ ‘My room isn’t very big, but it’s OK.’

Make these comments softer. Use the words in brackets.

It’s expensive. (bit) It’s hard. (quite) I earn very little. (much)
They’re rude. (friendly) It’s cold. (warm) There’s nothing to do. (very much)

4 3.11 Listen and answer the questions. Give some more information and add a question if you can.

Who do you work for?
Siemens. I’ve been with them for four years. They’re a good company. How about you?

3.12 Listen and compare.

Roleplay
You are abroad on a business trip. Invent a name and a background for yourself. You are at a social event. Stand up and socialize! Ask and answer questions.

Go online for more speaking practice
**Writing**  A formal letter or email – applying for a job

1. Work with a partner. What formal and informal beginnings and endings to emails do you know?

2. Match phrases from an informal email in A with their more formal equivalent in B.

<table>
<thead>
<tr>
<th>A Informal</th>
<th>B Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm just writing to ask …</td>
<td>Since leaving university …</td>
</tr>
<tr>
<td>Email me or, better still, call me soon.</td>
<td>I'd be very grateful if you could …</td>
</tr>
<tr>
<td>Please could you …</td>
<td>Contact me by phone or email as soon as possible.</td>
</tr>
<tr>
<td>I've attached …</td>
<td>I'd like to assure you …</td>
</tr>
<tr>
<td>I'm really happy to tell you …</td>
<td>During my employment at/in …</td>
</tr>
<tr>
<td>I'm sorry to tell you …</td>
<td>I regret to inform you that …</td>
</tr>
<tr>
<td>I promise …</td>
<td>Please accept my apologies for not contacting you earlier …</td>
</tr>
<tr>
<td>Can't wait to hear from you …</td>
<td>I look forward to hearing from you …</td>
</tr>
<tr>
<td>After I left university …</td>
<td>I'm delighted to inform you …</td>
</tr>
<tr>
<td>While I was working at …</td>
<td>I believe that I am a good candidate for this position …</td>
</tr>
<tr>
<td>Sorry I haven't been in touch …</td>
<td>I'm writing to inquire about …</td>
</tr>
<tr>
<td>I think I'll be good at the job …</td>
<td>Please find attached …</td>
</tr>
</tbody>
</table>

3. Read the two job adverts and the email from Brendan. Which job is he applying for? Why is he suitable for the job? Find phrases from 2 in his email.

4. Read the email again. What is the aim of each paragraph?

5. Imagine you are applying for the job of activity leader. Write an email using some of the formal phrases from 1.
Introduction to the unit
This unit focuses on work and jobs. It profiles a range of people at work and covers themes such as wages and salaries, applying for jobs and achieving a good work–life balance. The topic provides the context for the main language focus: the present tenses. The focus is not only on the difference between Present Simple and Continuous, but also on state verbs, which are rarely used in continuous forms. The topic of jobs and money allows for practice of Present Simple active and passive.

The reading text examines the life of Dan Price, an American CEO who took a pay cut to give his staff a $70,000 minimum wage. The Speaking and listening section focuses on comparisons of salaries in different jobs, and which jobs are the most beneficial to society. The Vocabulary and listening section covers the language of free-time activities and the equipment needed for these activities. The Everyday English syllabus continues with a focus on making small talk. It reflects on the importance of small talk in situations when speakers want to sound interested or keep a conversation going. The Writing section in this unit focuses on formal and informal styles in emails and letters concluding with practice of writing a formal job application.

Language aims

Grammar

State and activity verbs 58 p30
At Intermediate level, students should be familiar with the form and most of the uses of the Present Simple and Continuous. They may still make mistakes in the use of these tenses, but should not require a complete remedial presentation. Therefore, the approach taken in the language review is one of contrasting the tenses, distinguishing states from activities, and reviewing state verbs and frequency adverbs. The basic rules of Present Simple for states, facts, and habits, and Present Continuous for activities happening now or around now are consolidated through a range of contexts. The exceptions presented when using state verbs are given complete coverage in the unit.

Active and passive
The language syllabus focuses on active and passive forms, via a set of statistics. Students are given opportunities to distinguish the correct use and to produce appropriate passive forms.

Possible problems

Present tenses
Intermediate students often feel they already 'know' the present tenses, but, in practice, they still make frequent mistakes when trying to use them. Some students may continue to have problems with the form of the tenses, confusing the use of the auxiliaries am/is/are and do/does. The pronunciation of the weak form of do/does in questions may need drilling and practising. The spelling of the -ing form may also need revising. In terms of use, the choice of tense may present problems. Students are probably familiar with the basic differences in use between Present Simple and Continuous, but will need help to understand the use of state verbs, especially with verbs such as think that can be both state and activity verbs.

I think it’s beautiful. (state verb)
I'm thinking about my holiday. (activity verb)
The word order with frequency adverbs can also present problems. This and all other aspects of the form and use are covered in Grammar reference 3.1–3.4 on pp 142–3.

Active and passive
Some students may have problems manipulating the form of the passive, so this may require a short review. The main problems, however, are with deciding when to use a passive form. This is covered in Grammar reference 3.5–3.6 on pp 143.

Vocabulary and listening
The exercises in the Vocabulary and listening section focus on the language of free-time activities and the equipment needed for these activities. Students are given the opportunity to practise their note-taking skills in a listening exercise before a personalized speaking task in which students describe their free-time activities using some of the vocabulary from this section.

Everyday English
This section focuses on making small talk, and highlights features of spoken English including adding additional information, using question tags to show interest and softening negative comments. A dialogue between two people provides a model for these features of making small talk. This is an awareness-raising task which builds up to practising these features in a controlled and, then, freer stage.

Additional material

Workbook
Present tenses are reviewed and consolidated, with a focus on the distinction between Present Simple and Present Continuous in active and passive voices. Question and negative forms are practised, and the contrast between state and activity verbs is reviewed. The lexical set of free-time activities is practised and phrasal verb + noun combinations are extended.

Photocopiable activities
There are photocopiable activities to review grammar (Read my mind), vocabulary (Time to play), and communication (Making small talk) at the back of the Teacher’s Guide as well as on the Teacher’s Resource Centre. There is also a worksheet to accompany the video on the Teacher’s Resource Centre.
Notes on the unit

Unit opener page
Choose from these activities to engage your students with the topic and target language of this unit:
• Talk about the title
• Talk about the photo
• Talk about the unit goals (grammar, vocabulary …)
• Watch the video
• Look at the bottom banner
• Do the activity

Point to the title of the unit, ‘Just a job?’ and check understanding of just (only). Elicit ideas about what the question means.

Students will describe the photo in detail in the activity, but they can refer to it at this stage for ideas about the title if they wish.

If you don’t have time to watch the video, go through the unit goals below the title: grammar, vocabulary, Everyday English, reading, listening, writing. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don’t forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student’s Book and they can be done in class time or you can set them for homework.

Summary: If you’re short of time, try to engage students’ interest in the topic, encouraging their thoughts and ideas in response to question in the title. Then do the activity together.

Notes for the activity:
1. Put students in pairs. Refer them to the man in the photo and ask them to answer the questions. Elicit personal reactions to this kind of job. If there is time, elicit other dangerous, scary, or exciting jobs which students might/might not consider doing.

Suggested answers
window cleaner, engineer, stuntman
enjoyable – fun, exciting, great views, unusual, etc.
not enjoyable – dangerous, scary/frightening, some people are afraid of heights/suffer from vertigo, etc.

2. Ask students to read the quote by Confucius (Chinese philosopher from 2,500 years ago) and elicit answers to the question. With stronger classes, encourage students to give reasons why people love their jobs.

‘How I stay calm’ – by people in stressful jobs

1. The aim of this task is to lead in to the listening sections and to the Grammar spot. Focus attention on the four jobs in the photos. Try to elicit the names of the jobs, but if students don’t know, elicit what each person does, and be prepared to tell them the names of the jobs. Check understanding by eliciting exactly what each person does when at work, e.g. an oil-well installer drills holes in the ground or under the sea so that oil can be accessed, an A&E ( Accident and Emergency) doctor works in the Accident and Emergency department in a hospital, etc. Read the questions and discuss ideas as a class. Encourage students to give reasons for their answers.
2 This task tests Present Simple/Continuous formation and pronunciation. Focus students’ attention on the questions about Gary. Get two students to ask and answer them across the class. If necessary, drill the weak form does /dəz/ in the Present Simple question.

Put students in pairs to ask and answer the questions about the other people (Joan, Kyle and Bonnie). Monitor and check for accurate formation of the tenses and pronunciation. If necessary, drill the question forms around the class.

Answers
2 What does Joan do? She’s a head teacher.
What’s she doing in the photo? She’s sitting at a desk/making a phone call/listening to someone on the phone.
3 What does Kyle do? He’s a deep-sea diver and an oil-well installer.
What’s he doing in the photo? He’s diving in the sea.
4 What does Bonnie do? She’s an A&E doctor.
What’s she doing in the photo? She’s pushing a patient on a trolley.

3.2 Tell students they are going to hear the four people in the photos talking about their jobs and their lives in general. Give students time to read through the questions. Play the recording and pause after the first speaker. Elicit answers. Play the rest of the recording, pausing after each speaker. If less confident students find this first task very challenging, reassure them that they will hear the recording again in the next exercise. Put students in pairs and ask them to check their answers about the final three speakers. Check as a class.

Answers
1 Gary Rudd: he finds the responsibility stressful – he feels that he is blamed when the team loses.
Joan Bevan: she also finds the responsibility stressful because she wants the school to be good, and she finds it stressful dealing with angry parents.
Kyle Cooper: he finds the whole job stressful – the helicopter ride, and going into a small chamber.
Bonnie Baxter: she finds the weekends stressful because they have so many patients to deal with.

2 Gary Rudd: he does DIY to relax.
Joan Bevan: she runs to relax.
Kyle Cooper: he loves the sea and goes sailing to relax.
Bonnie Baxter: she knits to relax.

3 Gary Rudd: he is decorating his kitchen at the moment.
Joan Bevan: she’s training for the Great Welsh Marathon at the moment.
Kyle Cooper: he’s building his own boat at the moment.
Bonnie Baxter: she’s making a little blue jacket for her sister’s baby at the moment.

3.2 ‘How I stay calm’ – by people in stressful jobs

1 The football manager: Gary Rudd
When I watch my team, my heart’s racing, but I try to keep calm and not shout too much. I feel a huge responsibility for the club.
And I have worries – injured players, referees I don’t agree with – also I know that the manager is always blamed when the team loses – that’s very stressful. The way I stay calm is to leave my work at work. I never watch the 24-hour sports channels, I don’t go on social media and read what people say on Twitter or Facebook. I don’t even talk to my family about it, and that’s difficult when I’m down after a really bad game. Oh – and I do DIY around the house – I’m decorating the kitchen at the moment.

2 The head teacher: Joan Bevan
I had the most fantastic teachers when I was at school. And I think that’s why I feel so much stress and worry in this job – I believe that a good school makes a huge difference to the lives of young people. We have 1,100 students here and I have a personal responsibility for each one of them. So, I arrive early to school every morning to give myself time to just sit and think quietly. The most stressful situation is when angry parents show up. I try to stay calm – as the minute you shout, people don’t listen. Also, I run. I’m training for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week. And that’s a great help.

3 The deep-sea diver: Kyle Cooper
What I do is, install underwater gas and oil wells. I work 300 kilometres north of Shetland in Scotland. The whole job is stressful, from the helicopter ride to the ship to when I get into a 2.5 metre x 7 metre chamber for a month.
I’m in there with 11 other divers. We, we work in teams of three. We go up and down in a kind of diving bell, which is lowered to 20 metres above the sea bed and we work for six hours in the pitch black. It’s tiring, it’s very tiring, but I’ve been doing it for 20 years and I still love it.
Usually I work one month and then have two months off. Even when I’m not working, I love the sea – it calms me. You won’t believe it, but sailing is my favourite past time. I love sailing! I’m actually building my own boat at the moment.

4 The A&E doctor: Dr Bonnie Baxter
I’m an A&E doctor in a busy city centre hospital, we see about 60,000 patients a year. It’s stressful most of the time, but especially weekends – we see twice as many patients at weekends. I understand their distress when they say, ‘How long do I have to wait?’ ‘When will I be seen?’ But I can’t often give them an answer. The very nature of A&E is that it is unpredictable for both doctors and patients. I’ve now been working here almost three years. What helps me is having people around who share the stresses of the day – that and my knitting – in my few free moments I knit. I’m making a little blue jacket for my sister’s baby – he’ll probably be too big for it by the time I finish!

4.3.2 Give students time to read gapped sentences 1–10. Encourage them to predict which word(s) could go in the gaps. Check students know key words, e.g. to blame someone for sth (to say someone is responsible for doing sth bad), DIY (the activity of making or repairing things yourself instead of buying them or paying someone else to do it), Welsh (the adjective to describe something or someone from Wales), diving bell (a metal container filled with pressurized air in which people can work underwater), sea bed (the bottom of the sea), distress (a feeling of extreme unhappiness).

Play the recording again and get students to complete the sentences. If necessary, pause the recording after each speaker to give students time to complete the gaps. Check the answers with the class.

Answers
1 I know that the manager is always blamed when the team loses.
2 I never watch the 24-hour sports channels. I don’t go on social media.
3 I do DIY around the house. I’m decorating the kitchen at the moment.
4 I believe that a good school makes a huge difference to the lives of young people.
5 I’m training for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week.
6 We go up and down in a diving bell, which is lowered to the sea bed.
7 Even when I’m not working, I love the sea – it calms me.
8 I’m actually building my own boat at the moment.
9 I understand their distress.
10 In my free moments I knit. I’m making a little blue jacket for my sister’s baby.
**GRAMMAR SPOT** SB p31

This Grammar spot reviews the use of Present Simple and Present Continuous forms. It also focuses on the use of the Present Simple passive and the Present Perfect Continuous forms.

1. Focus students’ attention on the three sentences. Ask students if they can name the tenses and explain why each tense is used. Allow weaker students to use their own language if appropriate.

**Answers**

We work in teams of three. = Present Simple (an action which happens again and again – a habit or routine)

I’m not working at the moment, it’s my month off. = Present Continuous (an activity which is happening now or around now)

The manager is always blamed when the team loses. = Present Simple passive, Present Simple (passive sentences move the focus from the subject to the object of active sentences. Here the focus of our attention is on the manager).

Refer students to audioscript 3.2 on p 131. Elicit the examples from Gary’s text and then ask students to underline the other examples. Suggest that they use three different colours or their own coding system for each of the tenses.

**Other examples from the audio**

**Key**

Present Simple = **underlined**

Present Continuous = **bold**

Present Simple passive = *italics*

1. **Football manager: Gary Rudd**

   When I **watch** my team, my heart’s **racing**, but I **try** to keep calm and not **shout** too much. I **feel** a huge responsibility for the club. And I **have** worries – injured players, referees **I don’t agree** with, also I **know** that the manager is always **blamed** when the team loses – that’s very stressful. The way I **stay calm** is to leave my work at work. I never **watch** the 24-hour sports channels, I **don’t go** on social media and **read** what people **say** on Twitter or Facebook. I **don’t even talk** to my family about it, and that’s difficult when I’m down after a really bad game. Oh – and I **do** DIY around the house – I’m **decorating** the kitchen at the moment.

2. **The head teacher: Jean Bevan**

   I had the most fantastic teachers when I was at school. I **think** that’s why I **feel** so much stress and worry in this job – I **believe** that a good school makes a huge difference to the lives of young people. We **have** 1,100 students here and I **have** a personal responsibility for each one of them. I **arrive** early to school every morning to give myself time to just sit and think quietly. The most stressful situation is when angry parents **show up**, I **try** to stay calm – the minute you **shout**, people **don’t listen**. Also, I **run**. **I’m training** for the Great Welsh Marathon at the moment, so I **run** eight miles, three nights a week. That’s a great help.

3. **The deep-sea diver: Kyle Cooper**

   What I **do** is install underwater gas and oil wells. I **work** 300 kilometres north of Shetland in Scotland. The whole job is stressful, from the helicopter ride to the ship to when I **get** into a 2.5 metre x 7 metre chamber for a month, I’m in there with 11 other divers. We **work** in teams of three. We **go up** and down in a kind of diving bell, which is lowered to 20 metres above the sea bed and we **work** for six hours in the pitch black. It’s tiring, very tiring, but I’ve been doing it for 20 years and I **still love** it. Usually I **work** one month and then **have** two months off. Even when I’m **not working**, I **love** the sea – it **calms** me. You won’t believe it, but sailing is my favourite past time, I **love** sailing! I **am actually building** my own boat at the moment.

---

**4 The A&E doctor: Dr Bonnie Baxter**

I’m an A&E doctor in a busy city centre, we **see** about 60,000 patients a year. It’s stressful most of the time, but especially weekends – we **see** twice as many patients at weekends. I understand their distress when they say, “How long do I have to wait?” When will I be seen? But I **can’t** often **give** them an answer. The very nature of A&E is that it is unpredictable for both doctors and patients. I’ve now been working here almost three years. What **helps** me is having people around who **share** the stresses of the day – that and my knitting – in my few free moments I **knit**. I’m **making** a little blue jacket for my sister’s baby – he’ll probably be too big for it by the time I finish!

2. Students discuss two versions of the same sentence. They need to decide whether the two verbs, **like** and **know**, are state or activity verbs. Focus attention on the sentences and elicit the correct verb forms and the reason why they are correct. Encourage students to use the words **state** and **activity** when they give their answers.

There is a growing trend in spoken English to use **like** or **love** as activity verbs in the continuous form (e.g. **This is great** – I’m **loving** it!). Point out that students may hear these forms, but in order to be correct, they should stick to the non-continuous forms for these verbs.

**Answers**

I like my job. I know it’s stressful = correct

Like and know are state verbs and therefore don’t usually take the continuous form.

3. Refer students to the verbs in the box and allow them time to underline the six state verbs. Check answers and elicit any other examples students are aware of (imagine, wish, remember, etc.).

**Answers**

Love, understand, want, agree, believe, and mean are state verbs.

4. Ask students to underline the correct tense in the sentence. Elicit the name of the tense and why it is used in this example. Allow weaker students to use their own language if appropriate.

**Answers**

I’ve been working here for three years is the correct sentence (Present Perfect Continuous – focusing on an activity that started in the past and is still happening now).

Refer students to Grammar reference 3.1–3.4 on pp 142–3.

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**Practice** SB p31

**Questions and answers**

This section consolidates the form and use of the present tenses in a series of accuracy-based activities. It provides further practice of using auxiliary verbs to form questions as practised in Unit 2.

1. This reading text profiles the life of Gary Rudden, the football manager shown on SB p30. Ask students what they can remember about him. Give students time to read the questions and ask them to predict some of Gary’s answers. When students have made a number of predictions, ask them to read the answers from the interview and do the matching task. Set a time limit of about three minutes for them to do this. Encourage students to use the context to help them understand new vocabulary, but be prepared to deal with queries about individual words.

Play the recording and get students to check their answers.
3.3 Questions and answers

1. Does he have any children?
   - A: Yes, he does. He has twin daughters.

2. Where does he live?
   - A: In a nice house not far from the football ground.

3. How many days a week does he work?
   - A: Six days out of seven and always at weekends.

4. What does he like about his job?
   - A: He thinks it's challenging and exciting because he never knows what's going to happen. Also, he likes training the players. He thinks they're great.

5. Why is he lonely?
   - A: Because he's not invited to join the players after the game.

6. How does he relax?
   - A: He likes doing DIY, but he rarely finishes anything.

7. What is he doing at the moment?
   - A: He's painting the kitchen. He's been painting it for weeks, but it's not finished yet.

8. When does he want to leave his job?
   - A: Not until his team are doing well.

Answers and audioscript

3.4 Questions and answers

1. Q. Does he have any children?
   - A. Yes, he does. He has twin daughters.

2. Q. Where does he live?
   - A. In a nice house not far from the football ground.

3. Q. How many days a week does he work?
   - A. Six days out of seven and always at weekends.

4. Q. What does he like about his job?
   - A. He thinks it's challenging and exciting because he never knows what's going to happen. Also, he likes training the players. He thinks they're great.

5. Q. Why is he lonely?
   - A. Because he's not invited to join the players after the game.

6. Q. How does he relax?
   - A. He likes doing DIY, but he rarely finishes anything.

7. Q. What is he doing at the moment?
   - A. He's painting the kitchen. He's been painting it for weeks, but it's not finished yet.

8. Q. When does he want to leave his job?
   - A. Not until his team are doing well.

Answers

- a = Christina, Personal assistant
- b = Edward, Sales director
- c = Helena, Accountant
- e = Matthew, Information technology manager
- f = Jenny, Human resources manager

3.5 First day in a new job

5. Sarah

5. Gosh! I don’t know anybody! Can you help me? Who are all these people?

6. Josh

6. Well, let’s see – that’s Nigel. He’s sitting at the top of the table reading a report or something.

7. Edward

7. He’s the one wearing the bright blue tie, right?

8. Sarah

8. Yeah, that’s it.

9. Jenny

9. And what does he do?

10. Ah, he’s the CEO – the man in charge. He runs the show!

11. Kathy

11. The big boss, in other words.

12. Christine

12. Uh huh. Some days he shouts a lot, but he listens as well. Then there’s Edward. He’s wearing a light grey suit. He’s standing in front of the window chatting to Helena. Edward’s the sales director – he’s going to China soon. He’s charming. He always has a nice word to say to everyone. Helena’s drinking a coffee. She’s wearing a lovely green jacket and cream silk scarf – she always dresses beautifully.

13. Paul

13. I can see that, and Helena is the…?

14. Jenny


15. Sarah

15. Ah, OK. And who’s that sitting down, talking on her phone?

16. Edward

16. In the pink jumper? That’s Jenny, the human resources manager, isn’t it. She looks after all the personnel. She’s a sweetheart.

17. Paul

17. Everyone loves her. Then opposite her is Matthew. He’s the IT manager. He’s only working here for a few months. He’s from our New York office. I don’t really know him very well.

18. Sue

18. Is he the guy working on his laptop in the striped shirt?

19. Edward

19. That’s him – stripped shirt, no tie. He knows everything about technology. He’s preparing to give a presentation. And finally, that’s Christine standing behind Nigel. She’s his PA. She…

20. Sue

20. Sorry. Who was that?

21. Helen

21. Christina – behind Nigel. She’s his personal assistant. She organizes his diary and… the whole of his life actually, but she helps us, too. We, we couldn’t cope without her. She runs the whole place. Can you see the huge, dangly earrings she’s wearing? She always wears interesting earrings – it’s her ‘thing’.

22. Helen

22. Good for her! Right. Thanks, Josh – I hope I can remember all that!

23. Sarah

23. Well, they’re a very nice crowd. Well, let me introduce you. Hey everyone – this is Sarah, our new marketing manager.

24. Sarah

24. Hi.

Talking about you

The practice now moves from the third person to the first person in a personalization stage. Read the example sentence with the class and elicit some more examples using other expressions in the box. Explain to students that they are going to make sentences about themselves and tell them to a partner. Model the activity by asking a confident student to talk about him/herself. Put the students in pairs to exchange their information. With a less confident class, allow students time to prepare their own sentences individually before the paired speaking task.

Who’s that? SB p32

Simple and continuous

1. The practice in a work-related context continues with a focus on people who work in the same office. Drill the pronunciation of the names of the people in the box and check comprehension of the jobs. Make sure students know how to say the abbreviations HR /ˈaːl/; IT /‘ai’tiː/; CEO /ˈsiː iː ˈəʊ/; PA /piː ‘ei/.

Answers

1. Do you have any children?
2. Don’t you like your job?
3. Do you and your wife relax at all?
4. What does your wife think about that?
5. How long are you going to stay as manager?
6. What does your wife think about that?

Answers and audioscript

3.4 Questions and answers

1. Q. Does he have any children?
   - A. Yes, he does. He has twin daughters.

2. Q. Where does he live?
   - A. In a nice house not far from the football ground.

3. Q. How many days a week does he work?
   - A. Six days out of seven and always at weekends.

4. Q. What does he like about his job?
   - A. He thinks it’s challenging and exciting because he never knows what’s going to happen. Also, he likes training the players. He thinks they’re great.

5. Q. Why is he lonely?
   - A. Because he’s not invited to join the players after the game.

6. Q. How does he relax?
   - A. He likes doing DIY, but he rarely finishes anything.

7. Q. What is he doing at the moment?
   - A. He’s painting the kitchen. He’s been painting it for weeks, but it’s not finished yet.

8. Q. When does he want to leave his job?
   - A. Not until his team are doing well.

Answers

- a = Christina, Personal assistant
- b = Edward, Sales director
- c = Helena, Accountant
- e = Matthew, Information technology manager
- f = Jenny, Human resources manager

3.5 First day in a new job

5. Sarah

5. Gosh! I don’t know anybody! Can you help me? Who are all these people?

6. Josh

6. Well, let’s see – that’s Nigel. He’s sitting at the top of the table reading a report or something.

7. Edward

7. He’s the one wearing the bright blue tie, right?

8. Sarah

8. Yeah, that’s it.

9. Jenny

9. And what does he do?

10. Ah, he’s the CEO – the man in charge. He runs the show!

11. Kathy

11. The big boss, in other words.

12. Christine

12. Uh huh. Some days he shouts a lot, but he listens as well. Then there’s Edward. He’s wearing a light grey suit. He’s standing in front of the window chatting to Helena. Edward’s the sales director – he’s going to China soon. He’s charming. He always has a nice word to say to everyone. Helena’s drinking a coffee. She’s wearing a lovely green jacket and cream silk scarf – she always dresses beautifully.

13. Paul

13. I can see that, and Helena is the…?

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15. Sarah

15. Ah, OK. And who’s that sitting down, talking on her phone?

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16. In the pink jumper? That’s Jenny, the human resources manager, isn’t it. She looks after all the personnel. She’s a sweetheart.

17. Paul

17. Everyone loves her. Then opposite her is Matthew. He’s the IT manager. He’s only working here for a few months. He’s from our New York office. I don’t really know him very well.

18. Sue

18. Is he the guy working on his laptop in the striped shirt?

19. Edward

19. That’s him – stripped shirt, no tie. He knows everything about technology. He’s preparing to give a presentation. And finally, that’s Christine standing behind Nigel. She’s his PA. She…

20. Sue

20. Sorry. Who was that?

21. Helen

21. Christina – behind Nigel. She’s his personal assistant. She organizes his diary and… the whole of his life actually, but she helps us, too. We, we couldn’t cope without her. She runs the whole place. Can you see the huge, dangly earrings she’s wearing? She always wears interesting earrings – it’s her ‘thing’.

22. Helen

22. Good for her! Right. Thanks, Josh – I hope I can remember all that!

23. Sarah

23. Well, they’re a very nice crowd. Well, let me introduce you. Hey everyone – this is Sarah, our new marketing manager.

24. Sarah

24. Hi.
Focus attention on the example comment about Nigel. Play the recording again and get students to note down the comments about each person. If students have problems, or with less confident students, pause the recording after each comment. Check the answers with the class and check understanding of the key words in the answers: charming (pleasing and attractive), bright (intelligent), a sweetheart (a lovely person), to run a place (to be the person in control of a place) and to cope (to manage in a difficult situation).

This task contains a range of vocabulary related to the workplace. Complete the example about the CEO as a class. If appropriate, allow students to use dictionaries to look up new items or check/explain any items that students query. Check the answers.

This task enables students to practise using the simple and continuous forms. It checks third person singular forms, correct spelling with -ing endings and negative verb formation. Point out that in some sentences there are examples of the Present Continuous used to refer to future arrangements. Give time for students to complete the gapped sentences individually. Students who finish quickly can check their answers in pairs. Check answers with the class.

Focus attention on the short conversation. Play the recording and ask students to listen. Choose two confident students to read the conversation aloud. Highlight the question forms. Drill the pronunciation as necessary and get students to mark the main stresses on each line, e.g. What’s your job? What do you do exactly? What are you working on at the moment? Students practise reading the conversation in pairs.

Students make similar conversations in their pairs, using the jobs from exercise 3. If students need extra support, start by eliciting another model conversation and write it up on the board. Students can also make similar conversations about their own jobs if applicable. Monitor and check for accurate tenses and question formation, and correct any errors carefully. You could ask some pairs to perform their conversations for the class.

This task highlights common errors in the use of state verbs. If necessary, refer students back to the Grammar spot on SB p31 before they do the exercise. Elicit the answer to sentence 1 as an example. Tell students that a few sentences are correct. Give students time to do the exercise, working individually. Students who finish quickly can check their answers in pairs. Check answers with the class.

This section reviews form, and helps students understand when to use the present passive. The tense coverage is limited to the present simple and continuous. Further coverage of the passive is given in Units 4 (past tenses) and 6 (present perfect).

Pre-teach/check the following items from the statistics: average /ˈævərɪdʒ/ (adj. the amount you get when you add several quantities and then divide this by the total number of quantities), on average (when a number is based on a calculation about how much someone usually earns, how often something happens, etc.), the state (the government of a country), to cut jobs (to reduce the number of jobs in a workplace), pocket money (usually a small amount of money parents regularly give to their children), a household (all the people who live in one house), to owe money (the situation when you have borrowed money and you need to give it back). Point out that workforce can be either a singular or a plural noun. Give students time to read through the statistics. Elicit the correct form for the first statistic. Students work through the sentences and decide which form is correct. Allow them to check in pairs. Check with the class. If necessary, refer students to Grammar reference 3.5–3.6 on p143.
2 Elicit which statistics in exercise 1 surprise students. Ask students if the figures are higher or lower than they would expect. If possible, elicit similar facts about jobs and money in the students’ countries.

3 This exercise consolidates the form of the Present passive, Simple and Continuous. Get students to read the gapped sentences. Deal with any vocabulary queries. Point out the completed example, and elicit the answer for sentence 2. Then get students to complete the task, working individually. With weaker students, go through the sentences as a class first and decide which tense, simple or continuous, needs to be used each time. Check the answers with the class.

4 3.7 This listening exercise helps students practise their inference skills as the speakers do not directly state their jobs. Write the following focus questions on the board, What are their jobs? What do they find difficult about their jobs? Explain that the name of the job is not given so it is necessary to deduce the job using the information given by each speaker.

Answers
1 Nursery nurse – she finds it difficult that the children are always on the move.
2 Farmer – lambing is stressful.
3 Investment banker – the downside is living in fear of losing your job.
4 Pilot – you go all over the world, but you don’t really know anywhere because you can’t spend long there.

Answers
1 pays
2 are employed
3 are being cut
4 are, included
5 is made up

Answers
2 are made
3 is being serviced
4 is, included
5 is imported

Answers
1 is paid
2 pays
3 are employed
4 are being cut
5 is made up

Speaking and listening 58 p33

Who earns how much?
This section continues the theme of work and money with a listening task on salaries of different jobs.

EXTRA IDEA Students can play the What’s my job? game before starting this lesson. This is a mingling activity. Write the names of several jobs from exercise 1 on different pieces of paper or sticky labels. Stick one onto each of your students’ backs. It is important that the students cannot see the name of their job. The aim of the activity is that each student must move around asking people Yes/No questions in order to guess what their job is, e.g. Do I work with people? Do I sell things? Students play this question-and-answer game until each person has guessed their job. Before starting, model the activity with a confident student. Select just a few of the jobs if you have a small class and play the game in the same way.

1 Focus attention on the ten jobs in the chart and check comprehension if necessary. Elicit one job which is useful to society and ask for reasons why. Put students in pairs and ask them to discuss how useful each job is and to decide on an order. In feedback, ask students to justify their decisions.

2 This task revises active and passive verb forms. Elicit which verb forms in the speech bubbles are active and which are passive (Active: earn, get. Passive: is paid, get paid).

Clarify that in this task get is used as a main verb and it is also used as a component of a passive form, get + past participle, in informal spoken English. Tell students that the average annual salary in the UK is £27,000. Put students in pairs to match the jobs to the salaries. Model an example conversation with a strong student using the speech bubbles as a guide. If students have problems getting started, advise them to decide on the highest and lowest paid first, and then work out the others. Monitor and help, but do not correct errors as students need to be able to exchange their ideas freely. If students ask for the answers, ask them to wait until exercise 3.

3 Ask students to check their ideas on p156. In feedback, ask students to give their reaction to the salaries in comparison to how beneficial to society the jobs are. Allow students time to give their opinions and encourage discussion between students.

Answers
2 are made
3 is being serviced
4 is, included
5 is imported

Answers
1 earns
2 pays
3 are employed
4 are being cut
5 is made up

Answers
2 are made
3 is being serviced
4 is, included
5 is imported

Answers
1 is paid
2 pays
3 are employed
4 are being cut
5 is made up

Answers
2 are made
3 is being serviced
4 is, included
5 is imported

Answers
2 are made
3 are being serviced
4 is, included
5 is imported

Answers
1 earns
2 pays
3 are employed
4 are being cut
5 is made up
of your head, (c) in this job you never get to lie in, (d) we deserve the money we earn and (e) I’m about to retire.

Put students in pairs to discuss what the phrases mean. Advise students to use the rest of the text to help them deduce meaning.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>My job is never boring.</td>
</tr>
<tr>
<td>b</td>
<td>You have to pay attention to everything which is happening all around you.</td>
</tr>
<tr>
<td>c</td>
<td>You can never get up late.</td>
</tr>
<tr>
<td>d</td>
<td>It’s right that we earn so much money because we work very hard, but we could lose our jobs at any time.</td>
</tr>
<tr>
<td>e</td>
<td>I’m going to retire very soon.</td>
</tr>
</tbody>
</table>

### Project

This section provides personalized practice in the form of an extended interview. Students interview a person that they know about their job for homework. If some students have problems finding an interviewee, you could set up the task with students from another class, or with some of the members of staff in your school.

It’s worth taking the time to set the interviews up carefully so that students don’t run out of things to say. Get students to brainstorm possible questions. Use the prompts in the exercise to elicit further questions. Check understanding of She/He has to … in the third phrase in the project section (students look at modals of obligation in Unit 5). Elicit ideas and write them up on the board. Ask students to note down these questions. By this stage, students should feel ready to interview someone about their job.

**Possible questions:**

What do you do?

Where do you work?

Who do you work for?

How long have you done this job?

What do you do on your days off?

Do you like your job? Why (not)?

Would you like to change anything about your job?

In the next lesson, put students in pairs or small groups and get them to report their findings to each other. In class feedback, elicit information about the jobs each group discussed, e.g. which jobs sounded most/least interesting, why people like their jobs, what different people do on their days off, etc.

Alternatively, set up the interview as a role-play activity to do in class time. Divide the class into two groups, A and B. Form A/A pairs and ask them to prepare the questions for the interview. Ask B/B pairs of students to prepare information about an imaginary job. Either allow them to choose a job or suggest some ideas, e.g. a bodyguard to a celebrity, a football manager, a window cleaner for the Gherkin (the Gherkin is a tall glass building in London), etc. Give the B/B pairs some topics to plan to talk about, e.g. job description, likes and dislikes about the job, responsibilities, current projects, activities on days off, etc. When students have finished their preparation, ask them to swap partners so they are working in A/B pairs. Students role-play the interview. In feedback, elicit some of the points discussed during the interview.

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### Reading and speaking  
**SB pp34–35**

**Dan Price – the best boss in America**

**About the text**

The theme of salaries and what is considered to be a reasonable wage continues in this reading text, which is written in the style of a newspaper or magazine feature. Dan Price is the CEO of a US firm called Gravity Payments, which he founded with his brother in 2004. Gravity Payments is a credit card processing company which handles payments between merchants and payment networks, such as Visa and MasterCard.

During his time as CEO, Dan Price decided that every employee at the company had a right to earn a good salary and that this would lead to a more motivated workforce. In April 2015, he announced his intention to pay every member of staff a minimum salary of $70,000. His announcement attracted much attention in the international media and on social media.

In this section, exercises 1–3 are all lead-in activities before the two different reading comprehension tasks.

1. The aim of this exercise is to generate interest in the topic and offer students the opportunity to discuss anything they might already know about Dan Price. Pre-teach/Check wage (the pay received by employees) and a pay cut (a salary reduction). If asked, explain the difference between a salary and a wage – both words refer to the money which employees receive. Salaries are paid on a monthly basis and wages are usually paid for each week worked.

   **Focus attention on the title, Is this the best boss in America?**

   Elicit who Dan Price is and write the following question on the board: Why is Dan Price an unusual boss? Give students time to read the title and subheading, and let them discuss their answers in pairs for a few minutes. Check ideas with the class.

   **Answer**

   Because he took a pay cut in order to give his staff a $70,000 minimum wage.

   Ask students what they would like to know about Dan Price and elicit questions about him, e.g. What's the name of his company? How do his staff feel? How much does he earn? Display these questions on the board.

2. (3.8) This is a visualization task and a scene-setting exercise. The aim is for students to practise their listening skills rather than reading skills. Explain that this task requires them to listen and imagine a scene as you describe it. Make sure everyone has their eyes closed or, if your students are unwilling to close their eyes, tell them to close their books. Read the opening paragraph of the article on p.34 or, if you prefer, play the recording of it.

   **3.8** See SB p34.
SUGGESTION If you think your students would prefer to draw the scene, adapt the task and change it into a picture dictation task. Before you start, it is important to remind students that they do not need to be amazing artists. Make the task as unthreatening as possible! Ask students to listen and draw what you describe. After you finish reading, get students to compare their pictures with a partner. This often creates a lot of amusement.

3 Give students time to read the questions. Put students in pairs and ask them to discuss their answers. Check answers as a class.

Answers
1 The people are staff at Dan Price's company. They're having a meeting.
2 Gravity Payments is the name of the company.
3 Dan Price is the latecomer. He doesn't look like the boss because he doesn't look very smart – he has unkempt hair and is wearing jeans and trainers.

This is the main reading comprehension task. It reflects a bottom-up approach because the first time the students read they are asked to work out what common reference words such as this, the, we, one and they are referring to in order to make sense of the whole text. If necessary, pre-teach/check the vocabulary from the comprehension questions: to lessen someone's enthusiasm (to reduce someone's joy, interest, or energy), to be close to tears (nearly crying), to feel/be moved (to feel very emotional about something). Give students time to read the questions. Set a time limit of three to five minutes to read the text and answer questions. Students answer the questions individually and then check their answers in pairs. Less confident pairs might need more time. If this is necessary, keep fast finishers busy by asking them to underline and check any new vocabulary in the text while they are waiting. Check answers to the reading comprehension task with the class.

Answers
1 this = the pay rise he wants to give to his staff to ensure they all get a minimum of $70,000.
2 His action was to cut his $1.1 million salary to the same amount.
3 Fox News, business leaders, and economists attacked him. They called him a 'lunatic' and said he was interfering with the free market.
4 His employees' lives have improved. Some have managed to pay off debts and for others it has enabled them to support their family.
5 We = the sales team. If they fail, this means that the company won't do well and people may lose their jobs/have their pay cut.
6 Dan Price. He has heard about other bosses who've been inspired by him and done the same thing in their companies.
7 CEOs
8 Dan's jet-set lifestyle
9 The money he is spending to increase his employees' salaries is the best money he has ever spent.

5 Check students know how to say the numbers in the box before starting the task. Accept different variations, e.g. one hundred twenty or one hundred and twenty. Highlight that American English does not link the number units with and when speaking about three-digit numbers whereas British English still tends to use it.

Put students in pairs and ask them to find out what the numbers refer to in the text. Announce a strict time limit of three minutes and tell them when only one minute is left. This will keep students focused on the scanning task, which is the aim of this exercise. Check answers as a class.

Answers
31,000 = the amount in pounds that the average salary in Dan's company was before he increased salaries
500 million = posts on social media as the news of what Dan had done flew around the world
120 = the total number of employees in the company
70 = the number of staff who are affected by the new pay structure
5,000 = Garret Nelson's pay increase in dollars
1965 = when CEOs made on average 20 times more money than typical workers
183 = CEOs in the UK make 183 times more than the amount made by typical workers
1,000 = the number of things going on in Dan's life

Vocabulary
This is a vocabulary extension task which focuses students on some common collocations and useful vocabulary. The exercise helps them gain a deeper understanding of the text.

6 Model the task by eliciting the first answer from students. Then give students time to complete the matching task individually before checking their answers with a partner. Check answers with the class. In feedback, write the answers on the board. Elicit information about word stress and parts of speech. Model pronunciation and encourage students to repeat words which are more difficult to pronounce, e.g. unkempt /ˈʌŋkempt/, debt /dɛt/, and vitally /ˈvɪtəli/.

Focus on word stress. Highlight that the main stress falls on the first part of the compound in compound nouns, and on the last word in verb + noun, adjective + noun, and adverb + adjective collocations.

Answers
sip coffee (verb + noun collocation)
unkempt hair, jet-set lifestyle, minimum wage (adjective + noun collocations)
credit card debt, pay increase (compound noun)
vitally important (adverb + adjective)

What do you think?
This freer speaking task gives students the chance to express their personal opinions and to make predictions.

Put students in pairs or groups of three and ask them to discuss their answers. If there's time, in larger classes, reorganize the groups after they have discussed each point so that students can report their original discussion to a new group of students. When monitoring their discussion, evaluate and note how well students use the appropriate language to give opinions. In feedback, avoid spending too much time on the language of giving opinions as this language point is looked at in the next unit. However, if you note that students say */I am agree/I am not agree*, correct these phrases in the feedback stage as this error tends to need regular attention at Intermediate level.

In feedback, maximize student involvement by nominating different students to ask the discussion questions. These students can choose who to nominate to give an answer. In this way, the feedback stage is less teacher-led and more student-led.
Your role is to prompt discussion and encourage a variety of responses. After the discussion, correct any language problems which you noted whilst monitoring. Also, praise any examples of good language usage which you heard during the activity.

**EXTRA IDEA** If your students are keen to find out more about the story behind Dan Price and have access to the Internet, ask them to search for more information about him online. Before carrying out this research task, elicit a range of questions which students would like answered, e.g. *Where is Dan Price now? What is he doing now? How is his company doing now? Is he still popular with his employees?* This research could be done for homework or in class. Students then report their findings to the class.

If you have time in class, students can watch the Unit 3 video about the RNLI (the Royal National Lifeboat Institution) and the work they do.

### Additional material

**For teachers**

Photocopiable activity – Video worksheet: *Saving lives at sea*

**For students**

Online Practice – *Look again*

### Vocabulary and listening  (SB p36)

**Balancing work and life**

This section covers the vocabulary of free-time activities and also includes some key words associated with these activities. Students are given the opportunity to personalize the vocabulary in exercise 3 and in the final *Talking about you* section. There is a listening task about three members of the same family, who describe their busy lifestyles and how they manage their work–life balance.

1. Write the four example free-time activities from exercise 1 on the board. At this point, ask students to keep their books closed so that they don’t start looking at the photos in the right-hand column. Model the task by telling students what you do in your free time, who you do it with, and where. Ask students to tell their partner about their free-time activities. Get them to write a list of activities. In feedback, elicit a range of answers and write them up on the board. Ask students to say who they do their free-time activities with, and where.

2. Focus attention on the photos A–L. Let students work in pairs to do the matching task. Monitor and note pronunciation problems, which you can deal with in feedback. Check answers with the class. Check pronunciation of words such as *knit* /nɪt/, *sew* /səʊ/, *DIY* /dɪː/ (a wetsuit = do water sports, a racket = play squash, a tent = go camping, shorts = cycle, go to the gym, go jogging, play squash, a mat = do yoga, needle and thread = sew, a saddle = cycle, go horse riding, the sales = go shopping, trainers = go to the gym, go jogging, play squash). If appropriate, allow students to use dictionaries. When setting up this task, get students to stop and think about how they record new vocabulary. Remind them that putting vocabulary in categories, when possible, helps people learn new words.

3. Put students in new pairs or in small groups to answer the questions about the activities. The last question is an opportunity for personalization. Check the answers with the class. Elicit the activities which are most popular with the class. Establish if there is an activity that everyone does and one that no one does.

### Answers

**A** cycle  **B** go to the gym  **C** do yoga  **D** knit or sew  **E** go camping  **F** go horse riding  **G** play computer games  **H** go shopping  **I** play squash  **J** do DIY  **K** go jogging  **L** do water sports

4. This is a vocabulary revision and extension task. The exercise could be set for homework, if time is limited. Model the task to help students get started. Tell students that some of the things can go with several activities, for example, *shorts = cycle, go to the gym, go jogging, play squash*. If appropriate, allow students to use dictionaries. When setting up this task, get students to stop and think about how they record new vocabulary. Remind them that putting vocabulary in categories, when possible, helps people learn new words.

In feedback, check comprehension of each item. Model and drill pronunciation when appropriate.

**Answers**

- **a helmet** = cycle, go horse riding  
- **a drill** = do DIY  
- **meditation** = do yoga  
- **a screen** = play computer games  
- **trainers** = go to the gym, go jogging, play squash  
- **the sales** = go shopping  
- **a saddle** = cycle, go horse riding  
- **needle and thread** = sew  
- **a sleeping bag** = go camping  
- **a screwdriver** = do DIY  
- **a surfboard** = do water sports  
- **a store card** = go shopping  
- **a tracksuit** = go to the gym, go jogging, play squash  
- **a headset** = play computer games  
- **a mat** = do yoga  
- **shorts** = cycle, go to the gym, go jogging, play squash  
- **a tent** = go camping  
- **a racket** = play squash  
- **a wetsuit** = do water sports
In this exercise, students practise their listening and note-taking skills. Focus attention on the three members of the Baines family in the table. Ask students to predict what leisure activities they think these people enjoy.

Play the recording and get students to complete the different sections of the table in as much detail as they can.

Put students in pairs to compare answers. Play the recording again if students have missed any of the answers or if they need to develop their notes. Check answers with the class. Finally, ask students if they think Lucinda, Barney and Justin have a good work–life balance.

### Answers

<table>
<thead>
<tr>
<th>Name</th>
<th>Lucinda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Runs an advertising agency</td>
</tr>
<tr>
<td>Leisure activities</td>
<td>Plays tennis and does yoga</td>
</tr>
<tr>
<td>Why they do it</td>
<td>Tennis because she’s trying to do more non-work stuff. Yoga as it helps her de-stress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Barney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>At school</td>
</tr>
<tr>
<td>Leisure activities</td>
<td>Plays tennis, football, and computer games</td>
</tr>
<tr>
<td>Why they do it</td>
<td>He’s been having tennis lessons and he likes it. He loves football and is in a local club. He loves football computer games and racing car games, but he can only play them after he’s done his homework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Justin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Marketing manager</td>
</tr>
<tr>
<td>Leisure activities</td>
<td>Goes running, plays squash, plays computer games, and walks</td>
</tr>
<tr>
<td>Why they do it</td>
<td>He likes one computer game because it’s like a game he played when he was ten. He loves the feeling after he’s been on a walking tour. He has a fitness app, so has to walk 10,000 steps a day.</td>
</tr>
</tbody>
</table>

### 3.9 Our work–life balance

**Lucinda**

Free time – what’s that? Balancing work and … life – I don’t think I do that very well. I run an advertising agency – and what with my family and the daily commute to work, life is pretty full on. I am trying to do more non-work stuff, so I’ve just started tennis lessons. I go to the local tennis club on Sunday mornings, but, to be honest, some Sundays I find it too difficult to get up … I can’t drag myself out of bed. I’ve bought all the kit – expensive racket, shorts and trainers and stuff, so I do try to make the effort – especially when my son starts shouting at me to get up. Actually that’s what happens most Sundays. Oh … and I do yoga occasionally – every few weeks when I start feeling really stressed – all that meditation helps a lot. Barney

It’s not fair … we get so much homework – every night and weekends and the bit of weekend that’s free I have tennis lessons. I’ve been having tennis lessons forever, every Saturday morning. I know I’m good at tennis and I kind of like it … only thing, it’s not what I like most. I like football … I like it a lot. I play for a local club for nine to 12 year olds. We’re called the Berko Raiders and … well … we’re rubbish really, I mean really rubbish, we never win! But I still like it more than tennis. It’s just not fair … Mum has tennis lessons too, but most times she misses it ’cos she’s still asleep. Actually, for me, absolutely best of all are my computer games, football ones of course – I play FIFA and a fantastic American football game called Madden 16, oh … and do you know Forza? That’s not football, it’s a racing car game. It’s really my dad’s. He loves it and he can play it when he wants, but they, my mum and dad, only let me use my iPad after I’ve done my homework. It’s not fair.

**Justin**

We’re a busy, busy family. I’m a marketing manager, I’m well paid, but I’ve reached a stage in my life where I’ve realized work isn’t everything – you know, work to live, don’t live to work. I have a health app on my phone – it shows me how many steps I walk and how many flights of stairs I climb in a day. You have to aim for at least 10,000 steps – I’m your classic London commuter, but I never use escalators or lifts on the way to work, I walk as much as I can – but still, sometimes, at the end of the day I have to go up and down the stairs at home to get my 10,000 steps. I do other things, too – I play squash on a Tuesday evening and I go running on a Sunday before I take Barney to his football and watch miserably as his team loses again. He doesn’t seem to mind – football is king to him in whatever form. I don’t much like the football games on the computer, but I do like a racing car game, Forza. It’s called, but my fave is a game called Elite – I think it’s because it’s like a game I played when I was ten – it’s basically like Star Trek. I always find time for that. Oh yes … and once a year, in September, I go on a walking tour with three other guys, in the Alps – it’s exhausting, but I love the feeling after you’ve done it. I can even face the commute.

### Talking about you

This is intended to be a fairly free fluency activity in which students talk about themselves and other members of their family. It follows on from the theme in the previous listening exercise. Write the heading Work–life balance on the board and write up the following prompts:

- a good balance? Why? Why not?
- work and leisure activities?
- any necessary lifestyle changes?

Tell students to decide who, in addition to themselves, they are going to speak about in their family. Suggest they plan to speak about two or three family members. Give them a few minutes to make notes individually. Tell students that they should just write notes, not full sentences. Remind students to look at their vocabulary records from exercise 2.

Classes which need extra support before doing an extended speaking task may appreciate hearing a model (see example below) before the group work task. Give your own model or elicit one from a more confident student:

Example: My sister has quite a good work–life balance because she works part-time as a family doctor. However, when she’s at home, it’s hard work because she has three young children. She manages to relax in the evening when the children are in bed. She’s very good at knitting and she spends a lot of her free time at the end of the day doing this. On her days off work, when the children are at school, she goes to the gym and sometimes goes cycling. So I’d say she manages to balance a serious career with a busy family life very well, but I don’t know if she would agree with me. She always tells me that she needs more free time. Perhaps she should get a babysitter and go out more with her friends in the evenings.

Put students in groups to exchange information about themselves and the members of their family. Remind them to use their notes if they need a prompt. Monitor and help as necessary, but do not interrupt students’ flow to correct them. Note down any common errors, particularly in their use of simple and continuous verb forms and also focus on pronunciation problems connected to the vocabulary topic of work and leisure activities. Feed back on these in a later
lesson. If you have time, elicit some interesting descriptions from individual students for the whole class.

Additional material
For teachers
Photocopiable activity – Vocabulary: Time to play pp179–82
For students
Online Practice – Look again
Workbook pp22, exercises 1–3
Online Practice – Practice

Everyday English  SB p37
Making small talk
The Everyday English syllabus continues with a focus on making small talk, including features of spoken English such as giving extra information and softening negative comments.

1 Discuss the questions about what small talk is with the class and elicit a range of answers.

Possible answers
We make small talk when we first meet someone or to avoid an awkward silence. There is a range of 'safe' topics for small talk, including the weather, sport, current events, and the place in which the speakers find themselves.

2  3.10 Focus attention on the photos next to the conversation. Elicit ideas about the city and the two people in the photo. Give students time to read the instructions. Play the recording and elicit answers to the question about Erin and Bruno.

Answer
Their conversation is an example of small talk because they are meeting for the first time and talking about topics such as Bruno's journey, his hotel, where he's from, how long he's staying in Chicago, and what to do in Chicago.

3  3.10 Put students in pairs. Tell students to read the conversation aloud with their partner. Ask them to build the answers to Erin's questions using the prompts. Tell students to note down what they think Bruno might say. In pairs, students practise reading the conversation aloud once they have decided on Bruno's responses. Tell fast finishers to swap roles and re-read the dialogue. Play the recording again and get students to compare Bruno's actual answers with their notes of what they thought he said.

Answers and audio script
3.10 Making small talk
At a business conference in Chicago
E = Erin  B = Bruno
E  That's too bad! Never mind. And do you live in Miami, Bruno?
B  Yes, I do now. I live in a suburb not far from the sea, but I'm from Brazil originally. I was born in São Paulo.
E  So you're Brazilian. Your English is very good. Where did you learn it?
B  That's very kind of you. I'm sure I make lots of mistakes. I learned English in school for years, but also, I've been working in the US for five years now.
E  Oh, have you? That's interesting! And how long are you here in Chicago for?
B  Only five days. I'm just here for the conference. I'm leaving on the 17th.
E  Oh, so soon! And have you managed to see anything of our city yet?
B  I've not seen a lot yet. I walked along the lakefront this morning and I want to take a boat tour from Navy Pier and go up to the Skydeck.
E  Oh, yes, you get a fabulous view of the city from up there.
B  Well, Bruno I hope you enjoy the rest of your stay.
E  Thank you, Erin. It's been really nice talking to you.

SPOKEN ENGLISH Making conversation
The information in this section describes what English speakers do when making conversation in order to keep the conversation going, to show interest and to soften any negative comments.

1 Read the notes and examples as a class. Ask confident students with clear pronunciation to read the examples. Highlight the use of: . . . , isn't it? and . . . , aren't they?, and elicit that these are called question tags. Model the falling intonation in the question tag to show that this is not a real question. Drill the question tag with falling intonation both chorally and individually, e.g. It's a great city, isn't it? Yes, they are, aren't they?

There is further practice in Unit 4 on the form and intonation of question tags. Focus attention on the conversation in 2 and elicit more examples of how the speakers keep the conversation going and show interest.

Answers
Adding information to keep the conversation flowing
I arrived yesterday. I flew in from Miami.
Yes, I do now. I live in a suburb not far from the sea, but I'm from Brazil originally.
I learned English in school for years, but also, I've been working in the US for five years now.
I've not seen a lot yet. I walked along the lakefront this morning and I want to take a boat tour from Navy Pier and go up to the Skydeck.

Making comments to show interest
Chicago's a great city, isn't it?
Yes, they are, aren't they?
Is it? I didn't know that.
That's too bad! Never mind.
So you're Brazilian. Your English is very good. Where did you learn it?
Oh, have you? That's interesting! And how long are you here in Chicago for?
Oh, so soon! And have you managed to see anything of our city yet?

2 Read the notes and examples about how to soften a negative comment. Tell students they are going to practise this feature of spoken English. Explain that to
complete the task students need to use the words in brackets but will also need to modify the sentence in some cases. If students need extra support, point out that they need to make some of the sentences negative. Elicit one or two examples from the class. Students complete the task, working individually. Check the answers.

Answers

It’s a bit expensive.
It’s quite hard.
I don’t earn very much.
There isn’t very much to do.

Highlight the pattern not + very + the opposite adjective of what you want to say. Point out that this is a very common pattern in spoken English when speakers do not want to sound negative.

3.11 and 3.12 This exercise gives students the opportunity to practise making conversation and to try out some of the ideas mentioned in the Spoken English box.

Focus attention on the example. Elicit a range of other possible answers and follow-up comments. Ask students to suggest other possible follow-up questions, too.

Play the recording, pausing after each question. With weaker classes, play the whole recording through first. Get students to sit face to face with a partner, if this is possible, for this task. When students give their answers, they say them to their partner. Remind students that they should invent a name and background for themselves, including their job and where they are from.

In feedback, elicit possible answers and comments for each question as a class. If time allows, get students to change partners and to repeat the task.

Finally, focus on the stress and intonation in the questions using the recording (3.11) one more time. Play the recording and ask students to note when the speaker’s intonation rises or falls. Elicit which words are stressed.

End this exercise by telling students they are going to hear the questions again, with a range of different answers. Play the recording, pausing after each answer, and get students to compare the conversations with their versions.

3.12 Listen and compare

1 A Who do you work for?
   B Siemens. I’ve been with them for four years. They’re a good company. How about you?

2 A Do you enjoy your work?
   B Yes, I do. It’s quite hard, very challenging, but I like the challenge. What about you? Do you like your job?

3 A Where do you come from?
   B I was born in Montreal, and I’ve lived there all my life, near my parents. I’d like to live abroad some time.

4 A Have you ever been to Chicago?
   B No, I haven’t, but I’d love to. I’ve heard it’s one of the most amazing cities in the world. Have you been there?

5 A This town’s very exciting, isn’t it?
   B Really? Do you think so? There isn’t very much to do. I get so bored here. What do you find to do?

6 A What do you do when you’re not working?
   B Well, I like horse riding, and I play squash. And I love music, so I often go to concerts. What about you?

7 A The weather’s amazing at the moment, isn’t it?
   B Yes, it’s so mild. We haven’t had any really cold weather at all. Have you heard the weather forecast for the weekend? It’s supposed to be good, isn’t it?

8 A Are you having a holiday this year?
   B Yes, I’m going to Mexico with some friends. I haven’t been there before, so I’m really looking forward to it. Are you going away?

9 A What’s your favourite TV programme?
   B I like a lot – documentaries, quiz shows. And the news. I suppose I like everything. I’m quite a TV addict. Do you watch much TV?

Role-play

This activity gives students the opportunity to practise making small talk in a free and fun role-play. Get students to read the context and give them time to invent a profile for themselves. Write the following prompts on the board to help:

name
from (country and city)
job
work for
name of hotel
arrived in city
sights visited in the city
opinion of city

If possible, create the correct atmosphere for the role-play by moving the furniture to create a clear space, bringing in glasses of water to simulate drinks and playing background music.

Allow enough time for students to talk to four or five other people. Monitor and note down common errors, but don’t interrupt or correct students during the role-play.

Encourage students to take opportunities to make small talk with you and each other at the start of each lesson, and with English-speaking people they meet outside the class.

Additional material

For teachers
Photocopiable activity – Communication: Making small talk pp183–4

For students
Online Practice – Look again
Workbook pp23, exercises 1–2
Online Practice – Practice
**Writing (SB p38)**

**A formal letter or email – applying for a job**

This writing section continues the focus on work, jobs and leisure activities and, by the end of the lesson, students will be ready to write a formal email applying for a job. The stages that lead up to the final writing task include matching informal phrases to their formal equivalent, analysing an example text, identifying formal phrases in context and discussing the purpose of individual paragraphs in the text. Lead in by asking students a few questions about letters and emails: How often do you write emails? When do you write letters? What are the differences between a letter and an email?

1. Write **Beginning** and **Ending** on the board. Elicit suitable ways to begin and end an email – formal or informal. Check understanding of the terms formal and informal before you start. In pairs, students brainstorm other beginnings and endings. Feed back and write on the board. Explain how **Yours sincerely** is used at the end of letters which begin with the name of the person, e.g. Dear Ms Kent, Dear Roger, etc. **Yours faithfully** is less common when writing a job application because it is normal to know who you are writing to.

**Suggested answers**

**Formal beginnings:** Dear Mr Kent, Dear Roger Brown
**Informal beginnings:** Dear Dan, Hi, Hiya, Hello

**Formal endings:** Yours sincerely, Yours faithfully, Best wishes, Kind regards
**Informal endings:** Cheers, Lots of love, Love, All the best, Bye

2. Ask students to do the matching task. Get fast finishers to compare their answers with a partner. Check answers with the class.

**Answers**

1 k 2 c 3 b 4 l 5 i 6 f 7 d 8 h 9 a 10 e 11 g 12 j

After checking the answers, ask students to underline any formal words/short formal phrases in the examples in column B. In feedback, elicit the equivalent informal words or phrases from column A. For example, in **j position** is the formal equivalent of job; in **k inquire** is the formal equivalent word of ask.

**Answers**

a Since leaving university …
b I’d be very grateful if you could …
c Contact me by phone or email as soon as possible.
d I’d like to assure you …
e During my employment at/in …
f I regret to inform you that …
g Please accept my apologies for not contacting you earlier …
h I look forward to hearing from you …
i I’m delighted to inform you …
j I believe that I am a good candidate for this position …
k I’m writing to inquire about …
l Please find attached …

3. Focus attention on the two job advertisements and ask the following questions:

**What are the two positions advertised?**

**What are the people doing in photo 1? Where are they?**

Tell students to read both advertisements and think about which job they would prefer to apply for and why. Put students in pairs. Ask them to tell each other which job they would choose and what relevant skills or experience they would have. In class feedback, ask students to report what their partner said about their choice of job and their relevant skills or experience.

Ask students to read the email and answer the questions. Discuss answers with the class. Tell students to underline the phrases from 2 in the email. Feed back as a class and check.

**Answers**

He’s applying for the job of hotel receptionist. He’s suitable because he has three years’ experience of working in hotels, and he can speak French and Spanish.

**Phrases from 2:**

I believe that I am a good candidate for this position …
During my employment in …
Please find attached …
I look forward to hearing from you.

4. Focus attention on the first paragraph and discuss its function as a class. Give students time to read the email again and do the task. Check answers with the class. If you can display the email on your whiteboard, circle and label each paragraph.

**Answers**

Paragraph 1 = Reason for writing
Paragraph 2 = Employment experience
Paragraph 3 = Skills and qualities
Paragraph 4 = Attachments and availability

5. Tell students they are going to apply for the job as activity leader. Write the following headings on the board: Work experience, Skills, Qualities. The aim of this exercise is to prepare students for writing. Inform them that they are the best candidate for the job. Put them in pairs to plan the profile of the perfect job candidate and tell them to write brief notes about the candidate under the headings on the board. Ask which phrases from the lesson they could use in their writing, and then ask them to type the email for homework. If possible, you could ask them to email it to you. If they do this, correct it and send it back.

**Additional material**

**For students**

Workbook p23, Review, exercise 1
Online Practice – Practice
Online Practice – Check your progress