

4

Teaching notes

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- 7 In pairs, students discuss in which jobs or situations they think it is common to do each thing.

**Example answers**

- 1 in a stressful job when there is a lot of work to do, when you can earn extra money, when there is a chance of promotion
- 2 when the job needs to be covered over 24 hours, i.e. nurse, doctor, taxi driver, firefighter, police officer, etc.
- 3 people with a lot of responsibility and who are well paid often work long hours, e.g. managers, directors, etc.
- 4 in a normal office job

## Stages of a job

- 8a Students put the different stages of a job in a logical order.

- 8b **LISTENING**  1.05 Play the CD for students to listen and check their answers.

**Key**

- 2 apply for a job
- 3 be offered a job
- 4 get promotion
- 5 be fired
- 6 become unemployed

- 9 Students match the expressions 1–4 with their meanings a–d. Provide dictionaries if necessary.

**Key**

- |     |     |
|-----|-----|
| 1 d | 3 b |
| 2 c | 4 a |

- 10 **SPEAKING** In pairs, students talk about their work plans. Draw attention to the model dialogue. In a less confident class, give students time to prepare their ideas in written form before doing this as a speaking activity. Elicit comments and ideas from different students around the class.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Recording vocabulary

A mind map is a useful way to record vocabulary and can provide a very effective revision tool at exam time. They appeal to visual learners and help to show how words connect and relate to each other. For the topic of work, students write 'WORK' in the centre of a blank page in their notebooks and record the words related to this theme as they move through the unit. Students draw branches from the centre and choose appropriate sub-headings for each group of vocabulary. Remind students to use different colours and illustrations to make their mind maps more memorable.

#### Homework

- Refer students to the **Workbook, page 10**.

## Lesson 2 Reading ▶ Reading for global and specific information ▶ The best jobs in the world

### Warmer

Brainstorm students' dream jobs and write them on the board. Tell the students to imagine that they have applied for their dream job and are going to be interviewed for it the following day. They will only have one minute in order to create a favourable impression. Give students five minutes for preparation. Invite volunteers to present their ideas to the rest of the class.

- 1 **SPEAKING** In pairs, students read the title of the article and look at the photo. Elicit ideas about the man's job from students around the class.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Predicting content in reading

Poor readers often start reading a text word by word, without first predicting what the text will be about. Good readers use a variety of strategies to assist comprehension even before they start reading. Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Students can look at the pictures, photos, table of contents, text titles, chapter headings, maps, diagrams and features to make predictions about a text and tap into prior knowledge they may have about the subject. On first reading, students are then checking and revising their predictions.

- 2 Students read the article and match paragraphs A–E with the summaries.

**Key**

- 1 D    2 C    3 A    4 B    5 E

- 3 Students read the article again and decide if the information is true (T), false (F) or not given (NG). Remind students to write the number of the line where they found their answer when the answer is true or false.

**Key**

- |                 |                   |
|-----------------|-------------------|
| 1 F (lines 4–8) | 5 F (lines 26–27) |
| 2 T (line 11)   | 6 F (lines 30–33) |
| 3 NG            | 7 NG              |
| 4 NG            | 8 T (line 48)     |

- 4 Students match the underlined words in the text with the definitions.

**Key**

- |           |                    |
|-----------|--------------------|
| 1 promote | 6 jellyfish        |
| 2 raise   | 7 trekking         |
| 3 share   | 8 luxury           |
| 4 ostrich | 9 buggy            |
| 5 model   | 10 on the basis of |

- 5a In pairs, students think of five questions for an imaginary interview with Ben Southall.

**Example answers**

What were your job responsibilities and conditions?  
 What did you do before you became the island's caretaker?  
 Can you describe a typical day on the island?  
 Did anything dangerous or unpleasant happen to you on the island?  
 What did you do when the job finished?

**5b SPEAKING** Students change partners and take it in turns to ask and answer their questions from 5a.

**6 SPEAKING What about you?**  
In pairs or small groups, students discuss the questions.

#### Example answers

- 1 I think it is the best job because it is in a beautiful place, it is well paid and the conditions are great.
- 2 I think the conditions are more important than the salary. In a well-paid job, you will probably get very stressed and work too many hours.

### i Cultural information

Ben Southall studied Automotive Systems Engineering at Kingston University, Surrey, England. When he left university in 1997, he spent the summer working with the events team for Mumm Champagne, promoting the brand at the UK's top sporting events, and then in South Africa at the Round-the-World Yacht Race. After a series of badly-paid jobs – packing boxes, labouring on building sites ... even filling garden gnome moulds with cement – he went to Africa to work for a company who ran 4x4 tours for travellers. There, he planned Afritrex, his African adventure (five marathons, five mountains, one year, 65,000 km in a Land Rover), to raise money for charity and to fulfill a lifetime's goal. He then saw the advert for the *Best Job in the World* and campaigned successfully to win the job.

#### Fast finishers

Write these questions on the board for students to discuss in pairs: *What are some common occupations in your country? What do people in your family do? What is your dream job?* Ask them to write about their dream job for homework.

#### Extra activity

Play Noughts and Crosses with words from this or previous lesson. Draw a 3 x 3 grid on the board. Choose a word and draw a short line on the board to represent each letter. Write small numbers 1 to 9 in each square on the grid so it is easy for students to name the square. Divide the class into two teams and toss a coin to see who goes first. Assign noughts (O) to one group and crosses (X) to the other. The first group chooses a square from the grid and says a letter. If the letter is in the word, write it on the corresponding short line. That group can then continue guessing letters. If they say a letter which is not in the word, play passes to the other team. If they guess the word correctly, their symbol (O or X) goes in the space they nominated. The other team can then choose a square and try to guess a new word. The first team to get three noughts or crosses in a row (horizontal, vertical or diagonal) is the winner.

#### Homework

▶ Refer students to the **Workbook, page 11**.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Homework

Vary the length of homework assignments between those that last 30 minutes to an hour and quick ten-minute activities. Set homework in every class and make sure you write it on the board before the end of the class. (Students might miss the homework because they are rushing out of class.) Take some time to go over the exercise to make sure the students know what is expected.

Go over homework in the next class and correct it together. Students can check their own work or that of another student. Keep a note of who does their homework and who doesn't and note grades as part of your ongoing assessment of students' progress.

## Lesson 3 Grammar in context ▶ Past perfect simple and past perfect continuous ▶ Past habits

### Past perfect simple and past perfect continuous

#### Test before you teach

Tell students a short personalised story using both the past perfect simple and past perfect continuous tenses (see example below). Tell the story twice – the first time students just listen and the second time they note down key points. Ask them to retell the story in pairs. Elicit the story from students around the class and check how familiar they are with these tenses.

#### Example story

I went to the theatre last night. I had bought tickets months ago because I had read some very good reviews. I had arranged to meet my friend in the café in front of the theatre before the show but she didn't arrive. By the time I left the café, I had already drunk five coffees and had been waiting for over an hour. When I walked out the café, I saw my friend standing on the other side of the street. She had already picked up the tickets and was angry because she had been waiting for a long time. She hadn't got my message about meeting in the café.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Personalised presentations

Personalised presentations by the teacher provide a model of good, natural language for the students and can be highly memorable. Listening to the teacher talking about real events and issues can be more motivating than listening or reading about people, places or events in which they have no personal interest. Remember that it need not be a monologue – you can tell students to interrupt and ask questions as you go.

**1a** Students read the sentence and decide which action happened first.

#### Key

2

**1b** Students choose the correct alternative.

#### Key

before

**1c** Students read the two sentences and decide which sentence gives more importance to the duration of the action and which gives more importance to the completion of the action.

**Key**

- 1 duration
- 2 completion

**1d** Elicit from students which sentence in 1c uses past perfect continuous and how it is formed.

**Key**

Sentence 1 uses past perfect continuous.  
Form: subject + *had been* + verb + *-ing*

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Had/'d**

Point out to students the contracted form of *had* ('d) and practise the pronunciation by drilling the two sentences from 1c using the contracted form of *had*. It is difficult for students to hear short forms and students must listen carefully for 'd/ *hadn't* and pay attention to the context to be sure of the tense being used.

▶ Refer students to the *Grammar reference* on **page 28**.

**2** Students complete the sentences, using the past simple or past perfect simple form of the verbs given.

**Key**

- |                 |             |
|-----------------|-------------|
| 1 had started   | 5 blew      |
| 2 had written   | 6 had seen  |
| 3 stepped       | 7 had eaten |
| 4 hadn't spoken |             |

**3** Students choose the best alternative in each sentence.

**Key**

- |                |                |
|----------------|----------------|
| 1 been waiting | 5 lost         |
| 2 had          | 6 been crying  |
| 3 eaten        | 7 been talking |
| 4 written      |                |

**4a** Individually, students invent endings for the sentences, using verbs in past perfect simple or past perfect continuous. Draw attention to the example sentence.

**Example answers**

- 2 ... he had failed all his exams.
- 3 ... it had been raining.
- 4 ... she hadn't slept the night before.
- 5 ... we had been studying all week.
- 6 ... I'd been cleaning the car.
- 7 ... they had all done their homework.
- 8 ... I'd been carrying heavy shopping.

**4b SPEAKING** In pairs, students compare their sentences with a partner to find out if any are the same. Elicit sentences from students around the class and ask students to write their sentences on the board.

▶ **Teacher's Resource File** ([www.staffroom.pl](http://www.staffroom.pl)): See Unit 2 Grammar worksheet *A week in the life*.

## Past habits

**5a** Students read sentences a–d and answer the questions.

**Key**

- 1 a, b, c
- 2 d

**TEACHER DEVELOPMENT: LANGUAGE**

**Did you use to ...?**

Remind students that when writing questions with *used to*, we remove the *d*, e.g. *Did you use to live in this house?*

**5b** Students complete rules 1 and 2 with *used to*, *would* or past simple. Then ask them to read rules 3–5.

**Key**

- 1 used to, would
- 2 past simple

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Used to and would**

The past of the verb *to use* is *used*. This is spelled the same as *used to* but the pronunciation is very different. *Used* is pronounced with a /z/ sound, whereas *used to* is pronounced with an /s/ sound:

*He used a computer.* /ju:zd/  
*He used to work here.* /ju:st/

Remind students that the contracted form of *would* is 'd and that *would* is also used in the conditional tense.

▶ Refer students to the *Grammar reference* on **page 28**.

**6a** Students complete the sentences about life 200 years ago with *used to* or *didn't use to* and the verbs in the box.

**Key**

- 1 used to travel
- 2 didn't use to have
- 3 used to walk
- 4 used to eat
- 5 used to be
- 6 used to play
- 7 didn't use to throw
- 8 used to learn

**6b** Students decide in which sentences in 6a they can replace *used to* with *would*.

**Key**

- 1, 3, 4, 6, 8

**7** Students complete the text with *used to* and *would* and the verbs given, or the past simple form of the verbs given. Remind students that sometimes there is more than one possible answer and that when *used to* and *would* are both possible, they should use *would*.

**Key**

- a used to work/worked
- b used to like/liked
- c would get up

- d** didn't use to have/didn't have
- e** would write/wrote
- f** used to hate/hated
- g** jumped
- h** bit
- i** needed
- j** didn't use to complain/didn't complain

**8a** Individually, students complete the sentences so they are true for them. Tell students to copy their finished sentences onto a piece of paper.

**8b SPEAKING** Read out the students' sentences for the class to guess who wrote them.

### Extra activity

Students write a short text about their grandmother or grandfather's work and personal habits when they were younger. Ask different students to read the text to the class. Note down any errors and go through them at the end of the class.

### Homework

▶ Refer students to the **Workbook, page 12**.

## Lesson 4 Developing vocabulary ▶ Phrasal verbs connected with work Listening ▶ Listening for general and specific information ▶ Helicopter parents

### Phrasal verbs connected with work

#### Warmer

Read out or write up on the board the following quotations about jobs: *Choose a job you love and you will never have to work a day in your life.* Confucius; *It is never too late to be what you might have been.* George Eliot; *Every experience in your life is being orchestrated to teach you something you need to know to move forward.* Brian Tracy; *All our dreams can come true, if we have the courage to pursue them.* Walt Disney. Ask students whether they agree with the quotations or not and why. Tell students to choose the quotation they like best.

**1** Students match the phrasal verbs in bold in sentences 1–7 with their meanings a–g.

#### Key

- |            |            |
|------------|------------|
| <b>1</b> d | <b>5</b> c |
| <b>2</b> f | <b>6</b> a |
| <b>3</b> g | <b>7</b> e |
| <b>4</b> b |            |

**2** Students complete the sentences with the correct form of the phrasal verbs in 1.

#### Key

- |                           |                         |
|---------------------------|-------------------------|
| <b>1</b> Keep at          | <b>5</b> set up         |
| <b>2</b> get ahead        | <b>6</b> work on        |
| <b>3</b> fill in          | <b>7</b> took (us) over |
| <b>4</b> turned (it) down |                         |

**3** Students complete the questions with the correct particle.

#### Key

- |             |                |
|-------------|----------------|
| <b>1</b> on | <b>4</b> ahead |
| <b>2</b> at | <b>5</b> up    |
| <b>3</b> in |                |

**4 SPEAKING** Students work in pairs. They ask and answer the questions from 3.

▶ **Teacher's Resource File (www.staffroom.pl)**: See Unit 2 Vocabulary worksheet *The correct set, the correct answer*.

### TEACHER DEVELOPMENT: LANGUAGE

#### Phrasal verbs

Phrasal verbs are often found in informal texts and spoken language. Remind students that it is not usually appropriate to use phrasal verbs in formal situations (like a letter of complaint).

There are five types of phrasal verb:

- Intransitive (with no object), e.g. *You're driving too fast – can you slow down?*
- Transitive verbs whose object is either after the verb or after the particle, e.g. *I think I'll put my jacket on./I think I'll put on my jacket.* If the object is a pronoun, the object must come between the verb and the particle, e.g. *I think I'll put it on.* (NOT *I think I'll put on it.*)
- Transitive verbs whose object must always come **between** the verb and the particle, e.g. *Its high-quality designs sets the company apart from its rivals.*
- Transitive verbs whose object must come **after** the particle, e.g. *The baby takes after his mother. Why do you put up with the way he treats you?*
- Verbs with two objects – one after the verb, the other after the particle, e.g. *They put their success down to good planning.*

#### Before you listen

In small teams, students make as many words as they can from the words *HELICOPTER PARENTS* in three minutes. The team with the most words wins. Elicit what students think *helicopter parents* are and tell them to read the extract in 1 to check their answer.

**1 SPEAKING** In pairs, students read the extract from a newspaper article and decide if they think *helicopter parents* are a good or bad thing and say why. Elicit opinions from different students around the class.

#### Example answers

*Helicopter parents* are good because their children always receive help and support from their parents.  
I think they are a bad thing because children don't learn to become independent and take care of themselves.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Before you listen

There are two simultaneous and complementary ways of processing information in a listening text. In *top-down processing*, learners use their prior knowledge to make predictions about the text. In *bottom-up processing*, learners use their knowledge to pick out linguistic elements (vowels, consonants, words, sentences) to construct meaning. Students

need to be trained in techniques to improve their top-down approach to predict content before they move to the bottom-up approach to check their understanding.

- 2 LISTENING** **1.06** Play the CD for students to listen to five people talking about their helicopter parents. Students decide which opinion (A–F) each speaker expresses. Remind students that they must only use each letter once and that there is one extra letter.

### Audioscript

**SPEAKER 1:** I'm 26. I've got a job in a clothes shop and I live alone in a small flat. The thing is that my mum is constantly calling me. In some ways, it's great because I know she loves me and I find out what she's doing and if she's OK. But she will tell me what to do all the time. She's forever offering to help me at work. She says that if one day I can't go to work because I'm ill, she can call my boss for me. She doesn't understand that I stopped being a child when I left school. I'm an adult now. It's true, it isn't always easy being an adult, but I need to try doing things my own way, even when it's the wrong way.

**SPEAKER 2:** I'm a history tutor at the university here. I've worked here for 30 years and I can't remember seeing so many parents as this year. They'll come to talk about their son's exams or their daughter's assignments. They'll ask why I gave this mark and why it wasn't a higher mark. One student forgot to come for an exam and his mother came and asked why her son couldn't do the exam another day. Well, I explained that her son needed to start taking responsibility for himself and for his own mistakes. Parents have started doing everything for their children and now children aren't doing anything for themselves. It didn't use to be like that.

**SPEAKER 3:** I don't think it's fair to call me and my wife helicopter parents. We have two children, one at university and one who's just started work. When I was in their situation, parents behaved differently. I often wanted my parents to help me at school, university or even work, but they didn't use to have time. We're lucky. We've got time to help our children, to find good courses and jobs for them, to do work for them if necessary. I like to make life easy for my kids. That's only natural, isn't it?

**SPEAKER 4:** I couldn't believe it. I was doing something important, but I stopped to prepare myself for an interview with a 23-year-old science

graduate. There was a knock on my door and there was the graduate ... with his mother! She wanted to be with her son at the interview. She said she had some questions to ask me. I explained it to her very clearly. To do this job, you need to be independent, responsible and want to get ahead. Having your mum with you at a job interview doesn't really show that you have those qualities. And that was it, I said goodbye to them and closed the door!

**SPEAKER 5:** I've never really tried influencing our daughter's decisions. When she left school, she said she didn't want to go to university. I wasn't happy, but I didn't stop her. She tried doing three or four different jobs, but she really didn't like them. Then she decided that she wanted to go to university after all. She applied for a course in business management. They offered her a place and she's there now and she loves it. I think everyone needs to live their own life and make their own mistakes. When you try to make somebody do what you want, not what they want, it can be a big mistake.

### Key

Speaker 1: C  
Speaker 2: F  
Speaker 3: B  
Speaker 4: A  
Speaker 5: D

- 3a** Students read the sentences and decide which alternative the speakers used in the interviews.

- 3b** **1.06** Play the CD for students to listen again and check their answers.

### Key

<b>1</b> being	<b>4</b> to make
<b>2</b> seeing	<b>5</b> to prepare
<b>3</b> to come	

- 4 SPEAKING What about you?**

In pairs or small groups, students take it in turns to discuss if they think their parents are 'helicopter parents' and explain why or why not.

### Homework

- ▶ Refer students to the **Workbook, page 13**.

## Lesson 5 Grammar in context ▶ Gerunds and infinitives 2 ▶ Present habits

### Gerunds and infinitives 2

#### Test before you teach

In order to find out how much students know about gerunds and infinitives, ask students to explain how the meaning changes in sentence 7 from 2 if we change the infinitive to a gerund.

### Key

*I stopped to smoke* = I stopped what I was doing in order to smoke.

*I stopped smoking* = I stopped smoking for good.

- 1a** Students read the pairs of sentences and decide in which pair the two sentences have different meanings and what the difference is.

### Key

Pair 2 have different meanings:

**2a** You are working, then you stop.

**2b** You stop doing something else in order to work.

- 1b** Students match the verbs + gerund/infinitive with the correct meaning.

### Key

<b>1</b> a	<b>5</b> a
<b>2</b> b	<b>6</b> b
<b>3</b> b	<b>7</b> b
<b>4</b> a	<b>8</b> a

- ▶ Refer students to the *Grammar reference* on **page 28**.

2 Students choose the correct alternative.

**Key**

- |           |            |
|-----------|------------|
| 1 playing | 5 to bring |
| 2 to do   | 6 to give  |
| 3 to go   | 7 smoking  |
| 4 to eat  | 8 to get   |

3 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they must not change the word given and they should use between two and five words.

**Key**

- |                              |                                |
|------------------------------|--------------------------------|
| 1 forgot to send that letter | 5 like watching                |
| 2 likes to wear a tie        | 6 to have                      |
| 3 stop calling me            | 7 'I'll always remember seeing |
| 4 I remembered to send       | 8 remember to make             |

4 Students write complete sentences about the things 1–6. Monitor students and help them with any language difficulties.

5 **SPEAKING** In pairs, students compare their sentences from 4 and ask their partner follow-up questions. Draw attention to the model dialogue. In a less confident class, students could swap their sentences first and note down some follow-up questions before doing this as a speaking activity.

6a **LISTENING**  1.07 Students listen to the sentences and mark the word which the speaker emphasises most.

**Key**

- |              |           |
|--------------|-----------|
| 1 constantly | 4 forever |
| 2 always     | 5 will    |
| 3 will       |           |

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Word stress**

Some words carry more 'volume' (stress) than others. In any given sentence in English, there will be words that carry stress and others that don't. This is not a random pattern. Stressed words carry the meaning or the sense behind the sentence.

6b Students practise saying the sentences and stress the correct word in each sentence.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Backchaining**

*Backchaining* is a technique to help students with sentence stress. First say the full sentence as a model. Then get the students to say the final words in the sentence first, working backwards until they say the whole sentence. This makes natural stress easier. For example:

*The quick brown fox jumps over the lazy dog.*

*the lazy dog.* [repeat]

*jumps over the lazy dog.* [repeat]

*The quick brown fox jumps over the lazy dog.* [repeat]

## Present habits

7a Students read the sentences and decide which three different tenses we use to talk about present habits.

**Key**

present simple, present continuous, future with *will*

7b Students read the explanations of the way we use these tenses and match them with the sentences in 7a.

**Key**

- |   |      |
|---|------|
| a | 1    |
| b | 2    |
| c | 5    |
| d | 3, 4 |

▶ Refer students to the *Grammar reference* on page 28.

8a Students complete the mini-dialogues using the correct form of the verbs. They should use either *will* + verb or present continuous with *always*, *constantly*, *forever* or *continually*. Point out that more than one answer is possible. Check answers with the class.

**Key**

- |   |                       |
|---|-----------------------|
| 1 | will play             |
| 2 | is always borrowing   |
| 3 | are forever leaving   |
| 4 | is continually saying |

8b **SPEAKING** In pairs, students choose one set of dialogues and practise saying them with the correct stress.

**Extra activity**

In pairs, students invent a dialogue similar to the ones in 8a using *will* + verb or present continuous with *always*, *constantly*, *forever* or *continually*. They then read out their dialogues for the rest of the class.

9 **SPEAKING** In pairs, students discuss things that people do that annoy them. Direct attention to the example sentence.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Pyramid discussion**

You could organise a pyramid discussion for this speaking activity. Students start in small groups and agree on the top three things their families do to annoy them. They then join up with another group, share their ideas and discuss until the whole group can agree on another top three things. They then join up with another group, and so on, until you have finally a full class discussion to agree on the top three annoying things their families do.

▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Communication worksheet *A busy week*.

**Homework**

▶ Refer students to the **Workbook**, page 14.

## Stimulus-based discussions 1

### Warmer

Write these questions on the board for students to discuss in pairs or small groups. Elicit answers from students around the class: *Is unemployment a problem where you live? Do you know people who have lost their jobs recently? What is the government doing to improve the unemployment situation? How should the government help people who have lost their jobs? Describe an employee who is unlikely to ever lose his/her job.*

- 1 Students label the pictures with the words.

#### Key

- 1 a bar graph
- 2 a pie chart
- 3 a line graph

- 2 Students read material A–D on the page and write the letters in correct places.

#### Key

- 1 C
- 2 B
- 3 D
- 4 A

- 3 **SPEAKING** In pairs, students discuss what topic connects all the material (A–D) in 2.

#### Key

unemployment and young people

- 4 **LISTENING**  1.08 Play the CD for students to decide in what order the speaker mentions the different material (A–D) from 2.

### Audioscript

All of the material is to do with young people and work. The newspaper headline states that the economic recession has affected young people and that there are a lot of young people with no job. In fact, the graph shows that unemployment has been rising since 2004 and is much worse for young people than for other workers. There is an interesting quote from a sociologist. He says that the qualifications that you get at school or university make a big difference to your future. The quote suggests that you need to study and pass exams to get a good job that's well paid. But the statistics show that it isn't only education that makes a difference to your pay. They tell us that men and women don't get equal pay. There are a lot more badly paid women than badly paid men. To sum up, the different material shows that it can be difficult for young people to find a job, especially one with a good salary. It also suggests that the work you do at school and university can help you to get a job, and I agree with that.

#### Key

First: C  
Third: B  
Second: A  
Fourth: D

- 5  1.08 Play the CD again for students to listen and tick the expressions they hear in the *Speaking Bank*.

#### Key

All of the material is to do with ...  
The newspaper headline states that ...  
The graph shows that ...  
There's an interesting quote from ...  
The quote suggests that ...  
The statistics show that ...  
To sum up ...

- 6 **SPEAKING** In pairs, students take it in turns to talk about the materials in 2, using expressions from the *Speaking Bank*.

## Practice makes perfect

- 7a Students look at the material on page 165 and decide what the general topic is and what each different element is about.

- 7b **SPEAKING** In pairs, students take it in turns to talk about the topic. For students who are less confident, photocopy the model text below, and either read it aloud yourself or ask a strong student to do so.

### Model text

The bar graph shows that work-related injuries are really high for young people, especially 18–19 year olds. They are statistics taken from the National Institute for Occupational Safety and Health in the USA and they are quite negative for young people there. There's a quote about America which suggests that anyone can do well, provided they work hard. The table shows that a quarter of American teenagers work when they are 14–15 years old and that rises to 75% when they are 17–18 years old. To sum up, the different material shows that a lot of teenagers work hard, sometimes in jobs which do not have good working conditions.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Accuracy vs. fluency

Often too much emphasis is placed upon accuracy with no progression towards fluency. Many learners can score high marks in exams, yet are unable to communicate well. At the beginning of a new school year or when you are dealing with a group that doesn't know each other well, the emphasis should be on creating a safe atmosphere so that you can slowly start focusing on fluency.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Just a minute

Students need a lot of practice speaking about a topic. You could make it more fun by playing *Just a minute*. In pairs, students take turns to talk about a topic for one minute without any repetition, deviation or hesitation. If a student repeats a word, goes off the topic or hesitates, they are challenged by their partner. It is, of course, very difficult to do this, but adding a fun, challenging element to this speaking activity can be motivating for students.

### Homework

- ▶ Refer students to the *Workbook*, page 15.

## An opinion essay 1

### Warmer

Write two true sentences and one false one about part-time jobs you had when you were a teenager on the board, e.g. *I picked cherries when I was a teenager. I used to deliver newspapers on Saturday mornings. I worked in a sweet shop at the weekends.* Ask students to guess which one is the false sentence by asking you questions about the jobs.

- In pairs, students read the writing task and decide if they agree or disagree with the statements and explain why. Tell students to write notes about their ideas.
- In pairs, students complete the plan with their ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Paragraph organisation

Writing well-constructed paragraphs is the key to getting good marks in writing exams. Students need help to develop strategies for combining various ideas into well-formed sentences which then combine to make concise paragraphs. A well-constructed paragraph has a topic sentence, supporting details and a concluding sentence and includes only relevant information.

- Students read the essay, ignoring the gaps, and decide if it follows the paragraph plan in 2. Elicit from students if the writer's opinion is similar to theirs.

##### Key

Yes, it does.

- Students complete the essay with the phrases given.

##### Key

- |                                  |                            |
|----------------------------------|----------------------------|
| <b>a</b> As far as I'm concerned | <b>d</b> On the other hand |
| <b>b</b> To begin with           | <b>e</b> I agree with this |
| <b>c</b> Furthermore             | <b>f</b> To sum up         |

- Students write the words and expressions from 4 in the correct place in the *Writing Bank*.

##### Key

**Expressing opinions:** As far as I'm concerned, I agree with this  
**Adding opinions and putting them in order:** To begin with, Furthermore

**Contrasting opinions:** On the other hand  
**Concluding:** To sum up

- In pairs, students read the task and write down their ideas. They then complete the plan in 2 for the topic.

## Practice makes perfect

- Students use their plan from 6 and words and expressions from the *Writing Bank* to write their opinion essay. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

The world of work is constantly changing due to new technology and the global economy. Personally, I think school prepares you as much as possible for the future job market, although there could be some improvements.

Firstly, school teaches you how to read and write, and about science and maths. These are essential skills that everyone needs for the future. Secondly, school teaches you English and ICT, invaluable skills that can help you get a well-paid job. Furthermore, school also teaches you to be able to communicate, work in a team and solve problems. All these skills are important in the world of work.

On the other hand, I think there should be a stronger connection between school subjects and the job market. Teachers should make it clear how the things we learn in class relate to the world of work. What is more, we need to learn to have initiative and be adaptable. School is sometimes too structured.

In conclusion, I believe school prepares us for the world of work if we take advantage of all the opportunities that are offered. Nevertheless, I think we should make the connection between school and work much stronger and study more about how to find and keep a job.

### Homework

- ▶ Refer students to the **Workbook, page 16**.

## Self-check Unit 2 ▶ Grammar revision ▶ Vocabulary revision

### ▶ Grammar revision

#### *Past perfect simple and past perfect continuous*

- Students decide if the underlined parts of the sentences are correct. If not, they rewrite them.

##### Key

- |                            |                     |
|----------------------------|---------------------|
| <b>1</b> had been waiting  | <b>4</b> ✓          |
| <b>2</b> had been painting | <b>5</b> had eaten  |
| <b>3</b> had written       | <b>6</b> had fallen |

### *Gerunds and infinitives 2*

- Students complete the sentences with the correct form of the verbs given.

##### Key

- |                    |                  |
|--------------------|------------------|
| <b>1</b> to switch | <b>5</b> seeing  |
| <b>2</b> dancing   | <b>6</b> to do   |
| <b>3</b> writing   | <b>7</b> playing |
| <b>4</b> to go     |                  |

## Past and present habits

3 Students choose the correct alternative.

### Key

- |              |                 |
|--------------|-----------------|
| 1 used to    | 5 use           |
| 2 will       | 6 will make     |
| 3 is forever | 7 didn't use to |
| 4 had        |                 |

## Vocabulary revision

### Work conditions, responsibilities and working hours

1 Students complete the sentences with the words given. Remind them that there are three extra words.

### Key

- |            |                  |
|------------|------------------|
| 1 for      | 5 skilled        |
| 2 dealing  | 6 shift          |
| 3 employee | 7 overtime       |
| 4 earn     | 8 qualifications |

## Stages of a job

2 Students complete the text with the correct words.

### Key

- |             |              |
|-------------|--------------|
| a look      | d unemployed |
| c applied   | e dismissed  |
| c redundant | f offered    |

## Phrasal verbs connected with work

3 Students match the parts of the phrasal verbs with their meanings.

### Key

- 1 set up, b
- 2 get ahead, c
- 3 turn down, a
- 4 work on, e
- 5 fill in, d
- 6 take over, f

You can do the Unit 2 tests ([www.staffroom.pl](http://www.staffroom.pl)) and a progress test in the Workbook, page 92

## Gateway to success Unit 2 ▶ Część ustna – zadanie 1

### Warmer

Play a 1–2 minute recording of a native speaker of English using slang. Choose a rather difficult piece. Firstly, ask students to listen to the recording a couple of times and check how much of it they can understand. Later, ask students the following question: *Do you think it's ever possible to speak a language like a native?* Tell students to explain the reasons for their opinions.

1 **LISTENING**  1.09 Students analyse the TIP and read the task. Students listen to two dialogues and discuss in pairs who the boy might be talking to in each of the dialogues. Have a class feedback.

### Audioscript

1. **BEN:** Tell me about that summer job you're doing.  
**TESS:** What do you wanna know?  
**BEN:** Well, what kind of stuff will I have to do?  
**TESS:** At the very beginning, you'll be helping in the kitchen, washing up, mopping the floors...  
**BEN:** Oh no, I'm gonna hate it!  
**TESS:** No worries! After a week or so, you'll start serving guests and it'll be a lot more fun.  
**BEN:** So, how much can I make?  
**TESS:** You won't make a fortune, but the money will surely help you get back on your feet.  
**BEN:** What's the rate, then?  
**TESS:** Five quid an hour.  
**BEN:** Not bad. How many hours will I have to do a day?  
**TESS:** Four.  
**BEN:** Well, I gotta think about it.
2. **BEN:** I've come to discuss the summer job.  
**WOMAN:** As you probably know from the advertisement, it's a job for students from abroad and it starts on 1st July.  
**BEN:** Could you tell me what the duties include?  
**WOMAN:** Basically, the duties include making copies of documents, updating data, sorting out invoices.  
**BEN:** Well, I think I shouldn't have any problems with that. I'm really well organised.

- WOMAN:** Great. Is there anything else you'd like to know?  
**BEN:** I would also like to know what the working hours are.  
**WOMAN:** You'll work from 9:00 am till 3:00 pm.  
**BEN:** I was wondering if you could tell me how much the job pays.  
**WOMAN:** You'll be paid £6 an hour.  
**BEN:** OK, I'll think about it and let you know as soon as possible.

### Key

- Dialogue 1** (informal) – Ben might be talking to a colleague/friend/sister, etc.  
**Dialogue 2** (formal) – Ben might be talking to his future employer/a secretary or an assistant of his future employer/a job agent, etc.

2 Students read the questions from both dialogues and put them in the right places in the table. Then they discuss in pairs how the questions differ. Have a class feedback.

### Key

	Dialogue 1	Dialogue 2
<b>Salary</b>	How much can I make? What's the rate, then?	I was wondering if you could tell me how much the job pays.
<b>Duties</b>	What kind of stuff will I have to do?	Could you tell me what the duties include?
<b>Working hours</b>	How many hours will I have to do a day?	I would also like to know what the working hours are.

The questions in Dialogue 1 are informal and direct, whereas those in Dialogue 2 are indirect and more formal/polite.

- 3 Individually, students write direct and indirect questions and compare them in pairs. Have a class feedback.

#### Suggested answers

- 1 direct: What are the skills and abilities required in this position?  
indirect: Could you tell me what skills and abilities a perfect candidate should have for this position?
- 2 direct: How big is the team I'd be working with?  
indirect: Could you please give me some information about the team members I would be working with?
- 3 direct: How much travelling is expected?  
indirect: Could you tell me if I would have to travel a lot?

- 4 1.09 Students read the part of the exam task. Play the recording. Students decide in pairs which dialogue from 1 matches the task. Have a class feedback.

#### Key

Dialogue 2

- 5 1.10 Play the recording again. Students listen and decide which of the four points in 4 were not fully developed by the student. Have a class feedback.

#### Key

- 1 *Obowiązki i wymagane doświadczenie* – he didn't find out whether any experience was required
- 2 *Twoje przydatne umiejętności i cechy charakteru* – he didn't talk about his skills and mentioned only one feature of his character, which is not enough.

- 6 1.11 Students read the audioscript and complete it so as to fully develop the points mentioned in 5. Play the recording. Students listen and check their answers. Have a class feedback.

#### Key

- 1 Is any previous experience required?
- 2 No, it isn't, but it would be good if you were familiar with office work.
- 3 (...) reliable and conscientious. I can also type and I'm generally good with computers.

- 7 1.12 Put students into pairs. Students read the task. Allow some time for preparation. Students do the exam task in pairs, swapping roles once. Fast finishers can swap partners, if possible. Monitor the activity and help where necessary. Ask two pairs of volunteers to act out their conversations in front of the class. Play the CD for students to listen to the model answer.

- \* You may play the CD for students to listen to the model answer:
- before they start doing the task to provide them with a good example to copy,
  - after they have finished doing the task to check and discuss whether they have done it correctly,
  - after they have done the task with one partner and before they continue in new pairs.

#### Audioscript

- PETER:** I know you're working as an au pair. So what is it that you do, exactly?
- SALLY:** Basically, I look after two children - one 6 and the other 8 years old. I help them get ready for school, I prepare their breakfast and snacks. Later when they get back from school, I play with them and help them with homework.
- PETER:** Wow! I'm truly impressed!
- SALLY:** Really? Can't you do these things? I thought everybody could.
- PETER:** Well, I guess I can cook a little and ... play football.
- SALLY:** That's not bad.
- PETER:** And what about the accommodation? You live with this family, don't you?
- SALLY:** Yes, I have my own bedroom and a private bathroom.
- PETER:** Do you have to buy your own food and cook for yourself?
- SALLY:** No, all meals and living costs are included.
- PETER:** I'd feel awkward living with complete strangers. I'd rather stay in a youth hostel somewhere nearby.
- SALLY:** I don't feel awkward, so why would you?
- PETER:** Oh, just imagine meeting them early in the morning or at breakfast! I wouldn't know what to do or what to say!
- SALLY:** 'Good morning' would probably be the best idea. Listen, being an au pair and living away from the family is simply impossible.
- PETER:** Ok, ok. I'll think it over, then. So, how many hours a week do you usually work?
- SALLY:** Up to 25 hours.
- PETER:** And do you ever get any free time?
- SALLY:** Yeah. I'm free every day after 8:00 pm, and I have Saturdays and Sundays off.
- PETER:** What about the money? Could you tell me how much you earn?
- SALLY:** I get £70 per week.
- PETER:** Sounds good.

#### Homework

- Refer students to the **Workbook, page 17**.

## Gateway to success Unit 2 → Część ustna – zestaw zadań

### Zadanie 1. (4 minuty)

- B:** I've heard you want to talk to me. What's up?
- A:** Well, I'm looking for a summer job abroad. And as you're from Dublin I was wondering if you could help me find something in that part of Ireland.
- B:** Yeah, of course I can help you, but why are you looking for a summer job?
- A:** I'd like to do a bit of travelling in September and I need some money.
- B:** I see. How long have you been looking for a job?
- A:** Not long. To tell you the truth I've only checked a few websites but I haven't found anything interesting. Where else could I find job ads?
- B:** Well, let me think. You could try asking around. A few of my friends picked fruit last summer and they could recommend a reliable company.

- A:** I'm not sure I'd fancy fruit picking. It must be awfully boring.
- B:** What makes you think so?
- A:** Just imagine standing in the same position all day long picking fruit. It's so repetitive and mechanical.
- B:** OK. What would you rather do, then?
- A:** I think I'd make a good waiter. I'm good at serving people. I helped my uncle in his restaurant for a year before he decided to sell it and move away.
- B:** Sounds great. What exactly did you do?
- A:** Everything, really. I started with the cleaning and washing up. Later, my uncle let me serve the customers and in the end I helped him prepare a few dishes like pizza and pasta.
- B:** Are you saying that you worked in a restaurant and you are able to make pizza? With such experience you shouldn't have any problems finding a job! If I were you, I would try to check one of those work and travel programmes and go to the USA. How about that?

- A:** I haven't thought about that but, yes it does make sense! I could work first and then travel to see the Grand Canyon or New York.
- B:** You see how easy it is!
- A:** Just one more thing. I'm not sure how to write an appropriate CV and a covering letter for such a programme.
- B:** Well, it shouldn't be difficult, should it? We can browse through some websites and I'm sure we'll figure something out together.
- A:** Thanks so much. I knew you could help me.

### Zadanie 2. (3 minuty)

#### Uczeń A

In the photo I can see a modern hair salon. *It the foreground there's* a hairdresser washing the client's hair. The client looks pleased and I think she likes having her hair washed. Both women are young and attractive. They're smiling and they seem to be in a very good mood. In the background there are glass shelves with various bottles and tubes containing hair care products. The place looks very neat and tidy.

#### 1. What do you think the hairdresser and her customer are talking about?

They must be talking about something pleasant because they're both smiling. I know that some people are very close to their hairdressers and like confiding in them. Others just make small talk about unimportant things like the weather. Thus, I think the women might be talking about absolutely anything really, starting from the latest fashions, to the comedies they like best and ending up with their favourite food.

#### 2. Would you like to work in the service sector? Why?/Why not?

I think I'd consider a service sector job for a few reasons. *Firstly*, it'd be a great opportunity for me to interact with other people and help them. *Secondly*, when you work in the service sector, you have to deal with lots of different problems. The experience you gain as a result may be invaluable for your future career. Also, this branch offers various promotion prospects.

#### 3. Tell us about the last time you were dissatisfied with the service you received in a local shop or supermarket.

A month ago I went to the shop to buy some vegetables. The shop was almost empty so I hoped to be served quickly because I was in a hurry. However, the shop assistant was nowhere to be seen. I had been waiting at the checkout for about 10 minutes when I spotted the shop assistant outside talking on her mobile phone. I went out and told her that I wanted to pay for the groceries and that I was in a hurry. To my surprise instead of apologising she said she had to finish her conversation first. I was absolutely appalled! I left the groceries on the counter and left.

#### Uczeń B

This is a photo of a boy in his late teens and two paramedics. The boy is lying on the floor, leaning against the wall. He looks as if he was in pain. He might even be unconscious. The paramedics are wearing orange overalls and they have a first aid kit. The woman is taking the boy's pulse while the man is holding a transparent bottle in one hand and a pipe in the other. I think he's putting the boy on a drip in order to give him some medicine.

#### 1. What do you think has happened?

In my opinion the boy must have had some kind of accident. I assume he might have tripped over something, fallen down and lost consciousness.

Another possibility is that he is ill. For example, he may be diabetic. If this is the case, it's possible that he suddenly felt bad and fainted and someone called an ambulance.

#### 2. What kind of person makes a good paramedic?

Being a paramedic is a really difficult job which requires certain personality traits. For example, good paramedics should be calm and resilient because they often have to deal with life and death situations. They must have excellent communication and interpersonal skills, as they often need to talk to patients in order to reassure them. What's more, paramedics should be physically fit, as they sometimes have to lift or carry patients.

#### 3. Tell us about the last time you heard of or saw paramedics at work.

I saw paramedics at work about two years ago when I was waiting for a bus in the city centre. There were only three other people at the bus stop, a woman in her thirties and two middle-aged men. Suddenly, one of the men started breathing with difficulty, went red in the face and collapsed. I had no idea what to do, but the other man reacted immediately. He told me to call an ambulance and he knelt next to the man and started doing cardiac massage and mouth-to-mouth resuscitation. The ambulance came within minutes. The paramedics intubated the man, put him on a stretcher trolley and carried him to the ambulance. It may not sound like a very dramatic incident, but I was really impressed by their professionalism and the speed of their response.

### Zadanie 3. (5 minut)

*I prefer the job presented in the first photo to* the other two because I think I'd enjoy working in a fast food restaurant. This kind of job involves interacting with customers and I'm a very approachable person. I also like fast food so I'd be able to recommend certain meals to customers. I don't think the job in the second picture would suit me because I hate cleaning. To be honest, I think being a cleaner is the most boring job one can imagine. I wouldn't go for the fruit picking, either. In my opinion fruit picking must be physically exhausting. Besides, I don't think it's very well paid. All in all, the first option seems to be the best for me.

#### 1. What do you think motivates most people to work hard?

A lot of people would probably answer straight away that what motivates them to work hard is money. *But once we think a bit more about the issue*, it turns out that money is not always the most important motivator. It all depends on the person really. If you're competitive, you work best when you've got lots of challenges. If you're ambitious, you like it when other people appreciate what you do and don't take your work for granted. There are also people whose jobs involve helping others. They usually find work as volunteers or social workers and enjoy doing their jobs no matter how much they're paid.

#### 2. What are the advantages and disadvantages of having a summer job?

There are quite a lot of advantages of having a summer job. First of all, when students work during their summer holidays they don't have many other commitments. They aren't overloaded with lessons and homework. What's more, in the summer there's a greater opportunity to find a seasonal job like fruit picking, taking care of someone's pet or garden or working as an au pair. However, there are disadvantages, too. *The greatest drawback* is that students who work in the summer aren't given a chance to get a good rest. Moreover, they can't spend time with their family and friends, which is very important for their general wellbeing. Everybody needs to wind down and recharge their batteries after a tiring school year.

## ▶ Znajomość środków językowych

### Uzupełnianie luk – wybór wielokrotny

- 1 Students read the text and complete gaps 1–5, choosing the best answer A, B, C or D.

#### Key

- 1 C  
2 B  
3 A  
4 A  
5 D

## Parafraza zdań

- 2 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind them not to change the word given and to use between two and five words.

### Key

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 since I went to            | 6 involves travelling            |
| 2 we arrived, they had eaten | 7 allow you to/let you come back |
| 3 have to/need to work       | 8 to do their best               |
| 4 like going out             | 9 have never been offered        |
| 5 We used to live in         |                                  |

## ► Vocabulary plus

- 1 Students complete sentences 1–10 with the appropriate words.

### Key

- |                  |                     |
|------------------|---------------------|
| 1 for a job      | 6 a good salary     |
| 2 unemployed     | 7 from home         |
| 3 redundant      | 8 deadlines         |
| 4 menial         | 9 a job             |
| 5 a few days off | 10 his own business |

- 2 Students read definitions 1–8 and match particles a–h to the appropriate verbs to form correct phrasal verbs.

### Key

- |                    |
|--------------------|
| 1 f burn out       |
| 2 e cash up        |
| 3 a fill in for sb |
| 4 d get ahead      |
| 5 h keep at it     |
| 6 b knuckle down   |
| 7 g lay off        |
| 8 c take over      |

- 3 Students write eight sentences, using the phrasal verbs from 2.