

UNIT 5 ON THE JOB

IN THIS UNIT YOU

- learn language to talk about jobs, workplaces and schedules, and to tell the time
- read an article about different people's jobs
- learn to get someone's attention, for example, to ask the time
- listen to a phone call about a job application
- write a job seeker profile
- learn ways to practise listening
- watch a video about different jobs

UNIT TOPIC



Look at the pictures in the unit. Tick (✓) three things this unit is about.

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> work | <input type="checkbox"/> animals |
| <input type="checkbox"/> hobbies | <input type="checkbox"/> routines |
| <input type="checkbox"/> holidays | <input type="checkbox"/> time |

READING

organising information

Look at page 58. Where do all the people work?

SPEAKING


getting someone's attention

How do you say 'excuse me' in your language?


**STUDY
SKILLS
LISTENING**

Do you listen to English?
Where/How can you listen to English in your country?



A  **42** Listen and write the name of the place next to the correct symbol below.

bus station café hospital hotel museum park restaurant shopping centre supermarket train station


B  Work in pairs. Are the words in Exercise A similar in your language?



 (1) _____


 (2) _____

 (3) _____

 (4) _____



(5)  _____

 (6) _____

(7)  _____

 (8) _____

 (9) _____

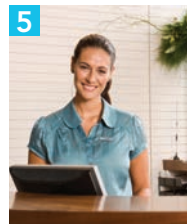
 (10) _____



VOCABULARY: jobs

A **43** Listen and match the words in the box to the correct photo.

accountant doctor driver engineer journalist lawyer manager
nurse receptionist shop assistant stay-at-home dad/mum waiter/waitress



B Work in pairs. Talk about people you know with the jobs in Exercise A.

A: My father is an engineer.

B: My friend's brother is a waiter in a restaurant.

WHAT'S RIGHT?

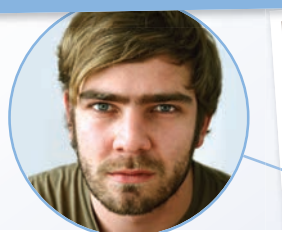
- My mother is a receptionist.
 My mother is receptionist.

GRAMMAR: present simple – statements

A LANGUAGE IN CONTEXT Read the texts about the people's jobs and choose the places where they work.

- a) school c) supermarket e) park
b) shopping centre d) restaurant f) hospital

SPRINGVIEW SCHOOL: 10 Year Reunion *Where are they now?*



NEIL BAKER:

I'm still at school! But I'm not a student, I'm a teacher now. I teach French and Spanish. The students have classes from Monday to Friday, but I work every day! It's a hard job, but I like it. And I don't teach in July and August!



JENNY BELL:

*I work with my husband. We **work** in a hospital. I'm a nurse. I **work** in the evening and at the weekend. My husband isn't a nurse – he's a doctor. **He works** in the evening, too, but he doesn't **work** at the weekend. We like the hospital.*



JASON BURKE:

I don't like my job. I'm a waiter. I work in a busy restaurant. I work six days a week. I don't work on Tuesdays. My job starts in the morning, and it finishes at night. It's a difficult job.



NOTICE!

Look at the words in **bold**. What form of the verb **work** do we use with *I* and *we*? What form of the verb **work** do we use with *he*?

B ANALYSE Read the text in Exercise A again.

Function

We use the present simple to talk about facts and routines.

I am a waitress. I work in a restaurant.

Form Complete the table.

subject + verb			subject + don't/doesn't + base form		
Affirmative			Negative		
I/You We/They	(1) _____	French and Spanish.	I/You We/They	(3) _____	in July and August.
He/She	(2) _____	in the evening.	He/She	(4) _____	at the weekend.
It	starts	in the morning.	It	doesn't start	at night.

Spelling rules

We usually make the affirmative form of the verb used with *he, she* or *it* by adding -s (e.g. *I work – he works, you start – she starts*). Also:

With verbs ending in ...	we ...
-s, -sh, -ch, -z, -x, -o (<i>watch, finish, go</i>)	add -es (<i>watches, finishes, goes</i>)

have

There are two forms of the verb *have*:

I/You/We/They have a good job. He/She has a good job.

C PRACTISE Choose the correct option to complete the sentences.

- We're shop assistants. We **not like** / **don't like** our job.
- Jim is a bus driver. He **don't like** / **doesn't like** his job.
- I work in a restaurant. My job **start** / **starts** in the afternoon.
- Simona is a teacher. She **teach** / **teaches** from Monday to Friday.
- You're a waitress. You **work** / **works** in a restaurant.
- My grandmother is 63 and my grandfather is 67.
They **don't work** / **doesn't work**.

D **NOW YOU DO IT** Work in pairs. Tell your partner about a friend or family member's job.

*My friend Sara is a journalist. She works at the weekend and at night.
She likes her job. She can work at home!*

WHAT'S RIGHT?

- He works on Fridays.
- He doesn't work on Fridays.
- He no work on Fridays.
- He doesn't works on Fridays.

HOW TO SAY IT

- at the weekend
- on (Mondays)
- in the morning/afternoon/evening
- at night
- in December

PRONUNCIATION: one-, two- and three-syllable words

A **44** Listen to the words. How many syllables are there?

Write 1, 2 or 3 in the boxes.

hotel nurse museum hospital park doctor job waiter engineer

B **44** Listen again. How many syllables are stressed in each word?

Underline the stressed syllables you hear.

C Work in pairs. Practise saying the words with the correct stress.

- | | | |
|-----------|-----------|------------|
| 1 station | 3 café | 5 waitress |
| 2 school | 4 manager | 6 teacher |

READING: organising information

To help you understand or remember important information, organise it into a table. Later, you can study the table to remember the information. This is faster than reading the article again.

A Read the article. Who doesn't like their job?

Working from home

What kinds of jobs can you do at home?

Theresa Green



Theresa Green:

I have my own business. I design T-shirts and make them at home. Then I sell the T-shirts online. My children help me. I don't make a lot of money, but I like my job. It's easy, and it's fun. I work every day in the morning.

Daniel Gold



Daniel Gold:

I'm a virtual receptionist! I don't work in an office. I work at home. I answer the telephone and I write letters. I work from 9.00–5.00, from Monday to Friday. I don't like my job. It's easy, but it isn't interesting. And I live alone, so it's lonely!

Will Mitchell



Will Mitchell:

I don't have a job. But I work every day! I'm a stay-at-home dad. My wife works in an office. We have one son and two daughters. I work on Monday, Tuesday, Wednesday ... every day, in the morning, in the afternoon and in the evening. It's difficult, but I love my family, so I love my work. It's never boring!

B Read the information and complete the table. Write the jobs for Daniel and Will and put a tick (✓) or a cross (x) in the boxes to answer the questions.

	Theresa Green	Daniel Gold	Will Mitchell
Job	T-shirt designer		
1 Who has children?			
2 Who likes their job?			
3 Who works in the evening?			
4 Who spends time on the phone?			
5 Who works at the weekend?			
6 Who has an easy job?			

C Work in pairs. Study the table in Exercise B. Then close your book and tell your partner everything you remember about one person.

GRAMMAR: present simple – yes/no questions

A LANGUAGE IN CONTEXT Read the conversation. What days does Rebecca work?

Rebecca: Hi, Nicola! Guess what? I have a job now!

Nicola: Hi, Rebecca! Really? What is it?

Rebecca: I'm a shop assistant in a big shopping centre. Look, here's a photo.

Nicola: Oh, yes, it is big! Do you work every day?

Rebecca: No, I **don't**. I work from Tuesday to Saturday in the afternoons.

Nicola: Does the shopping centre close late on Mondays?

Rebecca: No, it **doesn't**. It closes late on Fridays and Saturdays.

NOTICE!

Look at the underlined questions. What is the first word in each one?

B ANALYSE Read the conversation in Exercise A again.

Form Complete the table.

do/does + subject + base form

Yes/No questions		Short answers		
(1) _____	I/you/we/they	work every day?	Yes, I/you/we/they do.	No, I/you/we/they (3) _____.
(2) _____	he/she	finish late?	Yes, he/she/it does.	No, he/she/it (4) _____.
	it	close late?		

C PRACTISE Write the words in the correct order to make questions.

- have / your mother / a job / does / ?

- late / your English class / end / does / ?

- you / a job / do / have / ?

- at the weekend / do / study / you / ?

- your friends / do / English / like / ?

- does / work / your father / in an office / ?

- you / have / do / children / ?

- your best friend / does / alone / live / ?

D NOW YOU DO IT Work in pairs. Take turns asking and answering the questions in Exercise C.

- A:** Does your mother have a job?
B: Yes, she does. She's a nurse.

WHAT'S RIGHT?

- A:** Does your mother work?
 B: Yes, she do.
 B: Yes, she does.

VOCABULARY: telling the time

A  **45** What time is it? Listen and repeat the times.



B  **46** Listen to people asking about the time. Tick (✓) the time it is now.

- | | | |
|---|-------------------------------|--|
| 1 | <input type="checkbox"/> 7.45 | <input checked="" type="checkbox"/> 9.45 |
| 2 | <input type="checkbox"/> 1.30 | <input type="checkbox"/> 2.30 |
| 3 | <input type="checkbox"/> 5.25 | <input type="checkbox"/> 5.35 |
| 4 | <input type="checkbox"/> 3.00 | <input type="checkbox"/> 3.15 |

C  Complete the sentences about you. Then work in pairs and compare your sentences.

- I go to work/university at _____.
- I go home at _____.
- My _____ class starts at _____.
- My _____ goes to work at _____.
- My _____ finishes work at _____.


WHAT'S RIGHT?


- It's one fifteen.
 It's one fifteen o'clock.
 They're three o'clock.

HOW TO SAY IT

Seven am or seven in the morning
 Two pm or two in the afternoon
 Nine pm or nine in the evening

SPEAKING: getting someone's attention


 To get someone's attention politely, use *Excuse me*, *Pardon me* or *Sorry*.

A  **47** Listen to the conversations. Match the phrase for getting attention to the question the speaker wants to ask. One question is not used.

- | | |
|--------------|-------------------------------|
| 1 Excuse me, | a) do you have a pencil? |
| 2 Pardon me, | b) what time is it? |
| 3 Sorry, | c) is he your teacher? |
| | d) is this your mobile phone? |

B Complete the questions with your own ideas.

- Excuse me, _____?
- Pardon me, _____?
- Sorry, _____?

C  Walk around the room. Get someone's attention and ask your questions. Answer other people's questions.



LISTENING: to a telephone conversation

A Read the two job adverts. Which job do you want? Why?

WAITER/WAITRESS
 Claremont Hotel
 Work evenings
 Call 01408-590-890

Grand Park Hotel
 RECEPTIONIST
 Work mornings and weekends
 Call 01408-537-637

B **48** Listen to the phone call and tick (✓) the job Marc is interested in.

waiter receptionist

C **48** Listen to the phone call again and complete Marc's notes. Then compare with a partner.

Work hours:

(1) _____ pm to
 (2) _____ pm

Work days:

(3) _____ to (4) _____

Time of interview:

(5) _____

Location of hotel:

(6) _____

WRITING: a job seeker profile

A Read the job seeker profile. Which of these jobs can Jason do?

a) shop assistant in a computer shop b) guitar teacher c) Japanese teacher

JOB SEARCH

- 1 Name: Jason Cooper 2 Age: 20
- 3 Occupation: music student
- 4 Place of work/study: Lane College
- 5 Languages: English, Spanish and Welsh
- 6 Interests: music, travel, sport
- 7 Skills: I can drive. I can teach English or Welsh.
I can play the guitar and piano. I can sing. I have basic computer skills.
- 8 Days available: Monday, Tuesday, Wednesday and weekends
- 9 Times available: afternoons after 5.00pm and weekends from 9.00am to 6.00pm

B Write your own job seeker profile.

JOB SEARCH

- 1 Name: _____ 2 Age: _____
- 3 Occupation: _____
- 4 Place of work/study: _____
- 5 Languages: _____
- 6 Interests: _____
- 7 Skills: _____
- 8 Days available: _____
- 9 Times available: _____

C **Work in pairs. Compare your profiles.**

A: You can speak Spanish, but I can't.

B: I like travel, and you like travel, too.

StudySkills

EASY LISTENING

A Think about listening in English. What's easy for you? What's difficult? Rank the situations from 1 (easy) to 5 (difficult).

- _____ Listening to the teacher
- _____ Listening to a classmate
- _____ Listening to the class CD
- _____ Listening to a phone call
- _____ Listening to a film or TV show
- _____ Listening to native English speakers
- _____ Listening to someone who speaks my native language
- _____ Listening to an announcement (for example, at the airport or on a bus)

B  Share your answers with a partner. Are any of your answers the same?

LISTENING FOR DIFFERENT PURPOSES

A Look at three situations. What is the best listening skill to use in each situation? Match the situations 1–3 to the listening skills a–c below.



- a) Listen carefully for all the information.
- b) Try to understand the main idea.
- c) Listen carefully for the information you need.

B Read these announcements. What is the best listening skill to use in this situation?

- 1 The train to Manchester is on platform _____. It departs at _____ am.
- 2 The train to Paris is on platform _____. It departs at _____ pm.
- 3 The train to Cardiff is on platform _____. It departs at _____ pm.

C  49 Listen and complete the announcements in Exercise B.

MY WAY TO PRACTISE ... LISTENING

A Read about how these students practise listening. Which student is like you?



Mari: I listen to the class CD. First I read the textbook at the same time. Then I close the book and just listen.




Sabine: My friends and I make phone calls in English. We can practise speaking and listening at the same time.



Carlos: I like English songs. I find videos on the internet that show the words. I read and listen at the same time. Then I sing the songs!

B Tick (✓) the things you do to practise listening.

- 1 I listen when my classmates are speaking.
- 2 I listen to the class CD at home.
- 3 I watch English videos on the internet.
- 4 I listen to English songs.
- 5 My friends and I make phone calls in English.
- 6 I listen to the radio in English.
- 7 I watch English films.
- 8 I watch English TV shows.

C  **Work in pairs or in groups. Share your answers from Exercise B. Talk about more ideas to practise listening.**

A: I listen to the class CD two or three times.

B: Yes, I also read the audio scripts. Then I listen to the CD again.

SET A GOAL:

Write one new way you plan to practise listening:



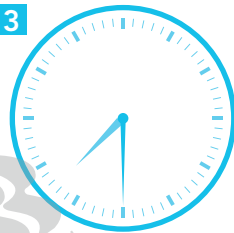

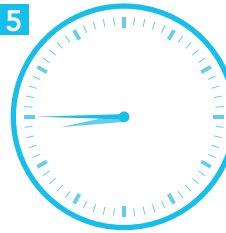
Language wrap-up

1 VOCABULARY

A Choose the correct option to complete the sentences. (5 points)

- 1 They work in a shopping centre. They're stay-at-home dads / shop assistants.
- 2 I work in a restaurant. I'm an engineer / a waiter.
- 3 You work in a hospital. You're a nurse / a teacher.
- 4 We write for newspapers. We're accountants / journalists.
- 5 She helps people who are sick. She's a receptionist / a doctor.

B Write the time in words. (5 points)

1  2  3  4  5 

It's _____

It's _____

It's _____

It's _____

It's _____

8 – 10 correct: I can identify places and jobs. I can tell the time.

0 – 7 correct: Look again at the Opener and the Vocabulary sections on pages 55, 56 and 60.

SCORE: /10

2 GRAMMAR

A Complete the sentences with the correct form of the verb in brackets. (5 points)

- 1 We work from Monday to Friday only. We _____ (not work) at weekends.
- 2 She works at home. She _____ (not drive) to the office.
- 3 My mother _____ (teach) English at a local school.
- 4 I _____ (not have) a job right now.
- 5 My friends _____ (play) football on Fridays.

B Complete the conversation. (5 points)

- A: (1) _____ you have a job?
B: Yes, I (2) _____. I work in a restaurant.
A: (3) _____ your brother work in a restaurant, too?
B: No, he (4) _____. He's an engineer.
A: Does he like his job?
B: Yes, he (5) _____.

8 – 10 correct: I can make statements and ask and answer questions in the present simple.

0 – 7 correct: Look again at the Grammar sections on pages 56 and 59.

SCORE: /10

WRITING WORKSHOP

writing a job seeker profile

A Read the job seeker profile on page 61 again. Now look at Jason's personal statement below. What information does he include on his personal statement? Tick (✓) the subjects.

- name and age
- occupation
- university classes
- interests
- skills
- favourite singers
- schedule
- friends' jobs

JOB SEARCH

10 Personal statement: I am a music student at Lane College. I study the piano and the guitar. I work as a school football coach and I teach the piano to children. I can speak three languages: English, Spanish and Welsh. I can drive, but I don't have a car. I have classes during the week, but I can work in the afternoon after 5.00pm. I can work from 9–6 at the weekend. In my free time, I like playing music. I like sports and travel, too.



B Read the personal statement again and choose the correct options to complete the rules.

- 1 To join two similar ideas, we use **and** / **but**.
- 2 To contrast two different ideas, we use **and** / **but**.


C Look at your notes from page 61. Then write a personal statement for your job seeker profile.

D Look back at your writing and check:

- Do you give information about your work and skills?
- Do you have at least one sentence per topic?
- Are the sentences on the same topic next to each other?

E Exchange your writing with a partner. Read your partner's personal statement. Answer the questions.

- 1 My partner can _____.
- 2 He/She likes _____.

F  Suggest a good job for your partner.

You speak German. You can be a German teacher.