

# 9 WHAT A JOB!

## Objectives

FUNCTIONS	accepting and refusing invitations
GRAMMAR	the passive (present simple, past simple, present continuous, present perfect)
VOCABULARY	jobs; <i>work as / in / for</i> ; <i>work vs. job</i> ; time expressions with <i>in</i>

## Student's Book page 84–85

### READING

- 1 Books closed. As a warm up, ask:

*What's my job? (teacher)*

*What does a teacher do?*

*When do teachers work?*

*How much holiday do teachers get? etc.*

Elicit answers in open class and write some of their ideas on the board. Divide the class into pairs and ask students to describe their parents' (or another family member's) jobs. Listen to some of the information in open class as feedback. Books open. Look at the photos and nominate individuals to name the jobs. Brainstorm more jobs in open class and write them on the board. As you elicit the jobs, say them for students to repeat and check pronunciation. Mark the main stress on each word when you put it on the board. Encourage students to copy the list of jobs into their notebooks.

#### Answers

police officer dentist doctor waiter pilot  
cook/chef musician

- 2 Divide the class into pairs or small groups and ask students to think of two jobs for each of the questions. Monitor and help with any questions.
- 3 **SPEAKING** Regroup students with different partners. Students compare their answers to Exercise 2. During feedback, ask students to come to the board and underline the answers to each question in a different colour. (Underline question 1 answers in red, question 2 in blue etc.)

#### Optional extension

For further speaking practice, ask students to work in pairs and describe one of the jobs, without naming it. Their partner has to guess which job is being described.

- 4 Look at the photographs on page 85 with students. Elicit answers to the question and write some of their ideas on the board to refer back to later.

- 5 **2.16** This exercise is closely modelled on Reading Part 3 of the Cambridge English: Preliminary exam. You could set a homework research task for students to find out about the following items before they come up in the text. Start the lesson by asking students to tell the class what they have found out.

### BACKGROUND INFORMATION

**Swizzels** is a British sweet company that was set up in 1928. The sweets they produce have been popular with British children ever since. In the 1930s, the company began selling popular sweets such as Rainbow Drops and Parma Violets. In the 1950s, they introduced Lovehearts and the famous Drumstick chewy bar. Swizzels now produces 250 different products.

**Charlie and the Chocolate Factory** is a 1964 children's book by Roald Dahl, a very popular British children's author. It features the adventures of Charlie Bucket, a boy who wins a competition to visit a magical chocolate factory owned by the magical Willy Wonka. There have been two film versions made, one in 1971 with Gene Wilder and the second in 2005 with Johnny Depp.

**Hamilton Island** (population c.1,200) is the largest of the 74 Whitsunday islands off the south-eastern coast of Australia. It is a popular tourist destination and hosts the Hamilton Island Race Week yachting festival annually.

**Queensland** (population c.4.5 million) is the second largest and third most populous state in Australia. It was first occupied by Aboriginal Australians around 50,000 years ago before becoming home to a penal colony at Brisbane after the arrival of Captain Cook in 1770. Queensland became an independent state in 1860.

Tell students they are going to read about three unusual jobs. Before reading, ask students to underline the key words in the sentences. Play the audio while students read the stories and answer the questions. Tell students to underline the parts of the stories that helped them choose their answer. Students compare answers with a partner before open class feedback. After feedback, ask students to correct the incorrect sentences and compare their answers with a partner before a whole-class check.

#### Answers

1 A 2 B 3 B 4 A 5 A 6 B 7 A 8 B 9 B

## THINK VALUES

### What's important in a job?

- 1 Read through the instructions in open class. Ask students to work individually and answer the questions. Tell them they should look back at the article to find any evidence to support their answers. Monitor and help with any difficulties.

- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Listen to some of their ideas in open class as feedback and encourage further open class discussion.
- 3 Read instructions in open class and check understanding. Students complete the table. Monitor and help with any difficulties.

**Mixed-ability**

Stronger students can work individually to complete the exercise.

Weaker students can use a dictionary to help them with difficult vocabulary.

- 4 **SPEAKING** Put students into groups for them to compare their answers to Exercise 3. Listen to some of their ideas in open class as feedback.

**Optional extension**

Divide the class into small groups. One student chooses an occupation and mimes it to the rest of the group. The others must guess what the occupation is. The person miming can only nod or shake their head as an answer. Set a time limit of 20 seconds for the others to guess. The student who guesses correctly mimes a different occupation. Alternatively, this can be done as a whole-class activity.

**Student's Book page 86–87****GRAMMAR****The passive: present simple and past simple**

- 1 Students look at the examples. They work individually or in pairs to complete the sentences. During whole-class feedback, ask students if they know who did the action in each sentence (no).

**Answers**

1 are made 2 Is ... paid 3 isn't paid 4 was ... chosen  
5 was asked 6 weren't chosen

Read the rule in open class and elicit the answers. Refer to the sentences in Exercise 1 for examples of each of the three different uses of the passive.

**Rule**

1 to be 2 isn't 3 want 4 don't know

To check understanding at this point, ask students to think of one example sentence in the present simple passive about something in their own country.

**Language note**

Students may have a different verb in their own language for this structure and they may have problems using this structure correctly. Monitor them carefully when they use it, making sure they are using the correct form.

- 2 Ask students to read through sentences 1–8. Go through the example, if necessary. Ask students to work in pairs and complete the exercise. Remind them to check if the subject is singular or plural before they decide which part of the verb *be* to use and remind them that they can use the irregular verb

list on page 128 if necessary. Check answers with the whole class, checking students' understanding by asking them who did the action in each sentence. If you're short on time, set this exercise as homework.

**Answers**

1 wasn't paid 2 are not found 3 was written 4 are designed 5 was ... painted 6 is chosen 7 Were ... asked 8 wasn't ... given

**Fast finishers**

Ask students to write passive sentences using the verbs *invent*, *discover* and *win*.

- 3 Ask students to work in small groups and read the instructions. Tell students they have three minutes to write as many sentences as possible. The sentences must make sense (e.g. Millions of pizzas were discovered in 1492 is not correct!) After three minutes, ask students to pass their sentences to another team to be checked. The winner is the team with the most grammatically correct sentences.

**Optional extension**

If you are using an IWB, prepare a document with the eight sentences below. Make sure students do not see the document. Cover the document with the reveal feature. Divide the class into pairs or small groups. Moving the curtain from left to right, slowly reveal the first word of the sentences, then the next and so on. Students have to guess what the sentences are. Stop on every fifth word to allow students to work together and try to guess the sentences. If one of the groups thinks they know a sentence, they should raise their hands and say the sentence. If they are correct they gain a point. If wrong, they lose a point. The winning team is the one with the most points when all the sentences have been guessed correctly.

- 1 *Our house was built ten years ago.*
- 2 *America was discovered in 1492.*
- 3 *Exodus was written by Bob Marley.*
- 4 *The World Cup was won by Spain in 2008.*
- 5 *My computer wasn't made in France.*
- 6 *This cake was made by my mother.*
- 7 *The Mona Lisa was painted by Leonardo Da Vinci.*
- 8 *Were you given permission?*

Workbook page 82 and page 126



Be aware of common errors related to the passive: present simple and past simple, go to Get it right on Student's Book page 125.

**VOCABULARY****Jobs**

- 1 To introduce this activity, describe a job, or jobs, of your choice (perhaps one that you had before becoming a teacher). Include some of the vocabulary from the essay in your description. In open class, ask students to tell you what they remember from your description. Read through the instructions in open class. Working individually, students read the essay and answer the question. Check answers in open class.

## Answers

Waiter Shop assistant Store manager Management consultant

- 2 Ask students to look at the words in bold in the essay. Tell students that it is important to look at the context if they have to guess the meaning when reading. Check answers. In pairs, students complete the exercise. Monitor and help with any difficulties. During whole-class feedback, say the words for students to repeat and check pronunciation.

## Answers

1 earn 2 promoted 3 starting a career 4 successful  
5 get paid holidays 6 gave in (your) notice 7 to work long hours 8 on-the-job training 9 challenging

### Fast finishers

Ask students to write sentences explaining what they would like to have in their future job, e.g. *I want to earn a lot of money. I don't want to work long hours.* Tell them they should use one of the expressions in each sentence.

## PRONUNCIATION

For pronunciation practice in /tʃ/ and /dʒ/ consonant sounds, go to Student's Book page 121.

- 3 **SPEAKING** Read through the instructions and look at the photographs in open class. Nominate individuals to name the jobs and write them on the board. Divide the class into pairs or small groups and ask students to complete the exercise. Listen to some of their ideas in open class as feedback.

Workbook page 84

## LISTENING

- 1 In open class, elicit the five senses (make sure they use the correct terminology: *sight, taste, touch, smell* and *hearing*) and think of an animal with an exceptional ability in each area. Listen to some of their ideas and encourage open class discussion. Divide the class into pairs and ask students to discuss which are their strongest and weakest senses. Listen to some of their answers in open class. In open class, look at the pictures and nominate individuals to match the words to the pictures.

## Answers

A in a wheelchair B deaf C blind

- 2 **SPEAKING** Read through the instructions and speech bubble in open class. Divide the class into pairs and ask students to discuss the questions. Encourage them to think of reasons for their answers. Listen to some of their ideas in open class as feedback.
- 3 **2.19** Tell students they are going to listen to a radio interview. Play the audio while students listen and answer the questions. Tell them that it is not necessary to understand every word. Check answers in open class and nominate individual students to give reasons to support the answers.

## Audio Script Track 2.19

- Announcer And here we are looking at the world of work and jobs. Now, sometimes it's not easy to get a job, and it can be much, much harder to find a job if you have a disability – for example, if you need to use a wheelchair or you are blind. But of course there are lots of disabled people who have very successful careers – we shouldn't forget that not long ago, Britain had a minister for education who is blind. Every day this week, we're talking to people with disabilities about their jobs, and today Mike Lawley meets Marina Stuart.
- Mike Marina, when you were born, you already had problems with your eyes – is that right?
- Marina Yes, that's right. I could only see partially, and when I was eighteen I had an operation to get rid of the problems. Unfortunately, the operation went badly wrong and I was left completely blind.
- Mike So, what about your education?
- Marina Well, I went to a special school for blind people, and then I went to college. But somehow, you know, the teachers at the college for blind people just didn't think we could get good, interesting jobs.
- Mike You mean, the teachers didn't think you were going to be successful? That's terrible.
- Marina I know! And so I didn't really know what to do. I got a job in a shop, but I hated it. I stayed because I felt that, well, because I was blind, I really didn't have much choice.
- Mike But one day all that changed, right?
- Marina Yes. I was in a café in London, and by accident I met someone who was in the theatre. We talked a bit, and I found out that he was the director of a group of disabled actors. He invited me to go to a workshop, and I went. I loved it, and soon I started doing real acting.
- Mike Then what?
- Marina Well, after working in the theatre, I got an offer to work in television for the first time. I worked in two or three television films, and I'm happy to say that one of them won an award.
- Mike Acting isn't the only thing that you do, is it?
- Marina No, I also love music, and I play the piano, and I give piano lessons at home to small children. It's wonderful, I love it almost as much as acting!
- Mike So, it looks like that teacher was wrong. It is possible for a disabled person to be successful in the world of work. Is that right?
- Marina Yes, it is. When I was young, you know, when I was a child and a teenager, no one thought I could do much. And it was hard to imagine what jobs I could do. But I fought hard and the most important thing is, I didn't let being blind get in my way. I have always wanted people to think of me as Marina Stuart, that's all. I'm Marina first, and then I'm a blind person.

- 4 **2.19** Read the questions in open class and check understanding. Play the audio while students listen and answer the questions. Students compare answers with a partner before feedback.

**Answers**

1 An operation on her eyes went wrong, and she was left completely blind. 2 Demotivating. They didn't think the blind students could get good jobs. 3 She felt that she had no choice but to stay. 4 The director of a group of disabled actors. 5 One. 6 She didn't let being blind get in her way.

**Optional extension**

Write the following on the board:

*How would your life be different if you were deaf?*

*How would your life be different if you were blind?*

*How would your life be different if you were in a wheelchair?*

*Can you think of anything that is done to help people with disabilities?*

Divide the class into small groups and ask them to discuss the four questions. Monitor and help with any difficulties. Listen to some of their ideas in open class.

**THINK SELF-ESTEEM****I'd rather be ...**

- 1 Read through the instructions and check understanding. Working individually, students complete the exercise. Give them five minutes to make notes on the reasons for their choices.
- 2 **SPEAKING** Divide the class into small groups and ask them to compare their answers to Exercise 1. Monitor and answer any questions, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class.

**Optional extension**

Put students in groups of four or five and ask them to brainstorm more words for characteristics in English. Allow a few minutes for this, and then ask groups to swap and add to each other's lists. Monitor and identify vocabulary that might be worth sharing with the class. In pairs, students choose five characteristics to describe (a) a friend, (b) a family member, and (c) themselves. Next, pairs agree on the perfect job for each of these people, given the characteristics described.

**Student's Book page 88–89****READING**

- 1 A recording of this text is available with your digital resources. Books closed: As a warm up, ask students: *Do you know what jobs your grandparents or great-grandparents did?* Ask students: *Did they do any unusual jobs?* You might like to give an example of your own to get them started. Write any interesting vocabulary on the board. Ask students: *Can you think of any jobs that people did in the past that no longer exist?*  
Books open. Look at the photographs in open class and nominate individuals to describe what they can see. Elicit answers to the questions.

**Answers**

1 D 2 C 3 B 4 A

- 2 Explain *obsolete* (something that is not used any more). Tell students they are going to read a text about obsolete jobs. Read through the questions and use the pictures to check/clarify: *operates a lift, light the lamps, typesetters, switchboard operators*. Play the audio while students listen and read the article to answer the questions. Allow them to compare answers with a partner before checking in open class.

**Answers**

1 The people using the lift. 2 Some office buildings and tourist attractions. 3 A candle on a long pole. 4 About 100. 5 They put metal letters into wooden frames to make the layout of each page for a book or magazine. 6 The number they wanted to call.

- 3 **SPEAKING** Read through the instructions and check understanding. Give an example of your own to get them started (e.g. *Waiter: people will serve themselves in restaurants or pay for food at a counter*). Divide the class into pairs and ask students to discuss the question. When they have some examples, join pairs to make groups of four and ask them to share their thoughts. Listen to some of their ideas in open class.

**Optional extension**

Tell students you want them to do a role play. Student A is the manager of a company, student B is an employee. Student A has to tell student B that his job is now obsolete, e.g. *We have electricity now, so we don't need any lamplighters*. Student B has to try to keep his job and say that it is useful, or that he could do different jobs for the company. Ask students to write down their dialogue before practising it. Monitor and help with vocabulary. Listen to some of their ideas in open class.

**WRITING**

Ask students to make some notes on their answers to Exercise 3 and to write a short essay describing the job and giving reasons why it will no longer exist in the future. In the next lesson, divide the class into small groups and ask students to read each other's essays and choose the most interesting. If you're short on time, set the writing as homework.

**GRAMMAR****The passive: present continuous and present perfect**

- 1 Read through the instructions and sentences in open class. Students complete the sentences from the article on page 88. Students compare answers with a partner before feedback in open class.

**Answers**

1 have been 2 are being 3 is being 4 has been

Read through the rule in open class. Ask students to work individually and complete the rule before feedback in open class.

**Rule**

1 to be 2/3 2 and 3 4/5 1 and 4

- 2 Read the instructions with students. Divide the class into pairs and ask them to complete the exercise. During whole-class feedback, ask individual students to describe which phrases in the sentences helped them decide which tense to use.

### Answers

1 are being designed 2 have been operated 3 have been developed 4 are being built 5 have been made 6 has been tested

- 3 Read through the instructions with students. Divide the class into pairs. Students look at the pictures and complete the exercise. Monitor to help with any vocabulary difficulties and to make a note of any repeated errors with the formation of the passive. Listen to some of their answers in open class as feedback. If you're short on time, set this exercise as homework.

Workbook page 83 and page 126



Be aware of common errors related to the passive: present simple passive vs. past simple passive, go to Get it right on Student's Book page 125.

## VOCABULARY

### work as / in / for

- 1 In open class, read the sentences with students and look at the examples. Point out the three different prepositions that follow *work*. Ask students to work alone and match the verbs to the objects. Check answers in open class.

### Answers

a 3 b 1 c 2

- 2 Ask students to read through the sentences to check understanding. Students work with a partner to complete the exercise. Tell students to check which type of word follows each gap to help them decide on their answers. Check answers in open class.

### Answers

1 as 2 for 3 in 4 as 5 in 6 as 7 in 8 as 9 for

### Fast finishers

Ask students to write sentences about members of their family, friends or neighbours using *work as / in / for*, e.g. *My father works as a builder. He works in the building industry. He works for Brown and Sons.*

### work vs. job

- 3 Read through the Look! box and check understanding. The difference between the nouns *work* and *job* is difficult for some nationalities due to L1 interference. Ask students to complete the exercise in pairs before whole-class feedback.

### Answers

1 work 2 job 3 job 4 job, work 5 jobs 6 work 7 work 8 job

## Student's Book page 90–91

## PHOTOSTORY: episode 5

### For a good cause

- 1 Look at the photo with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at previous units if necessary. Students look at the photos and describe what is happening in each photo. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 2.20 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

### Answers

1 New equipment for the playground in town  
2 A long walk, a sponsored book read, a car wash  
3 A car wash

## DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students: *How do you think the story continues?* Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 EP5 Play the video while students check their ideas from Exercise 3. During feedback, refer to the ideas on the board: *Which were correct?*
- 5 Read through the questions in open class. Check/clarify: *scratched, stone, sponge*. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

### Answers

1 A 2 A 3 C 4 B

## PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 19 and decide who says them. Ask them: *How do you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

### Answers

1 Olivia 2 Olivia 3 Ryan 4 Luke 5 Ryan 6 Ryan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During

feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

### Answers

- 1 for a while 2 That sounds 3 Surely 4 as long as  
5 By the way 6 That's not the point.

## WordWise

### Time expressions with *in*

- 1 Write *in the end*, *in the past*, *in the next few years* on the board. In open class, ask students which of the expressions means finally (*in the end*), which expression means before now (*in the past*) and which means in the future (*in the next few years*). Read through sentences 1–3 and check understanding. Students complete the exercise. Check answers.

### Answers

- 1 In the past 2 in the next few years 3 in the end

- 2 This exercise practises time expressions with *in* in some natural situations. Ask students to work with a partner and match the questions and answers. During whole-class feedback, work on pronunciation and intonation of the sentences.

### Answers

- 1 b 2 a 3 c 4 e 5 d

- 3 **SPEAKING** Working individually, students think of answers to the questions. Give them an example of your own to get them started. Monitor to help with any difficulties. When students have finished their sentences, they can practise dialogues with a partner. Listen to some examples in open class as feedback.

### Mixed-ability

Weaker students can write their answers to the questions before discussing them with a partner.

Stronger students can have the dialogues without writing their answers first. Encourage them to develop the dialogues further and attempt to use some of the phrases from the phrases for fluency section.

Workbook page 84

### Answers

Want to join us That'd be great.

- 2 Look at the list of expressions. Ask students to work with a partner and decide if they are expressions for accepting or refusing. During whole-class feedback, say the sentences for students to repeat altogether and individually. Check pronunciation.

### Answers

- 1 Yes, I'd love to. 2 Yes. I'll (come along/join you/be there). 3 Sorry, no. But thanks for asking me.  
4 I'm (really) sorry, I'm afraid I can't.

- 3 **ROLE PLAY** Tell students they are going to do a role play about accepting and refusing situations. Divide the class into pairs and assign a letter A or B to each student. Students work with a partner and practise the dialogues. Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. You might also offer ideas if students have none. Listen to some examples in open class as feedback.

## FUNCTIONS

### Accepting and refusing invitations

- 1 Books closed. To introduce this function, write following on the board:

*Do you want to go to the cinema tomorrow?*

Ask students to work with a partner and think of two different ways to accept and two different ways to refuse the invitation. Listen to their ideas in open class and write any correct answers on the board.

Books open. Read through the sentences. Students complete the sentences.