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5A Vocabulary**Jobs****LESSON SUMMARY**

Vocabulary: Jobs (1); adjectives to describe jobs; work activities

Speaking: Deciding which are the best and worst-paid jobs; a job questionnaire; discussing the perfect job

Listening: A conversation about the best and worst-paid jobs in the UK; different experiences of holiday jobs

Grammar: Past simple

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3. Exercise 8 can be set for homework and exercise 11 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Say to students: *Think of people you know with interesting jobs. What jobs do they do? What do they do as part of their job? Think of adjectives to describe their jobs.*
- In pairs, students take turns to describe the jobs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 52

- In pairs, students look at the photos and answer the questions. Ask if they can name the jobs.
- Elicit a few *-ing* adjectives to describe the photos. Remind students that *-ing* adjectives describe the effect something has on your feelings and ideas.
- Ask a few students to share their ideas with the class.

Exercise 2 2.05 page 52

- Go through the words together and check pronunciation. Focus on *architect* /'ɑ:kɪtɛkt/, *engineer* /'endʒɪ'nɪə/, *hairdresser* /'heɪdrɛsə/, *paramedic* /,pərə'mɛdɪk/, *programmer* /'prəʊɡrəmə/ and *receptionist* /rɪ'sɛpʃ(ə)nɪst/.
- Ask questions about the jobs to check comprehension, e.g.
 - Who designs houses?* (an architect)
 - Who gives you medical attention when you have an accident before you go to hospital?* (a paramedic)
 - Who builds cars and other machines?* (an engineer)
- Students match the correct words with the photos.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

A engineer B hairdresser C paramedic D architect

Transcript

See Student's Book, page 52.

Extension

- With a **stronger class**, elicit more jobs, e.g. *doctor, nurse, accountant, teacher, secretary*.
- Ask students to discuss which jobs seem the most interesting and why.

Exercise 3 page 52

- In pairs, students put the jobs into the best and worst-paid categories and discuss reasons why. Elicit or pre-teach useful vocabulary, e.g. *responsibility, long hours*.
- Students compare their opinions with another pair and say whether they agree or disagree.
- Ask a few students to share their ideas with the class.

Exercise 4 2.06 page 52

- Tell students they are going to listen to a conversation about the best and worst-paid jobs in the UK. Point out that the situation may be different in the students' country.
- Play the recording for students to record their answers.
- Check answers as a class. Ask if students surprised by any of the answers and why.

KEY

Best paid engineer, architect, dentist, pilot, programmer, solicitor, paramedic

Worst paid cleaner, farm worker, hairdresser, receptionist, sales assistant, waiter, sports coach, travel agent

Transcript

Girl What are you reading?

Boy It's an article about different jobs and how much you can earn. Look – engineer is one of the best-paid jobs in the country. That's good news.

G Why is it good news?

B Because I want to be an engineer.

G Oh, OK. What are some of the others?

B Some of the other best-paid jobs? Er ... architect, dentist, pilot, programmer, solicitor ...

G What about paramedic? That's what I want to be.

B Er ... yes. Here it is. It is one of the best-paid jobs.

G Great! What are the worst-paid?

B There are lots: cleaner, farm worker, hairdresser, receptionist, sales assistant, waiter, sports coach ...

G What about travel agents? My sister wants to be a travel agent ...

B Travel agent ... let me see. That's one of the worst-paid jobs.

G Oh dear, maybe she should think of something else.

Exercise 5 page 52

- Check the meaning of the adjectives together. Alternatively, students can use a dictionary.
- Revise the superlative form by asking students to form the superlative of the adjectives.
- In pairs, students ask and answer questions about the jobs in exercise 2. With a **weaker class**, model one more question and answer, e.g. *'Which job is the most challenging?' 'I think it's probably ... because you have to ...'*
- Ask a few students to share their ideas with the class.

Exercise 6 page 53

- Write *Holiday jobs* on the board and ask: *Do you want to do a holiday job? What job do you want to do?*
- Elicit a few answers and then check the meaning and pronunciation of the names of the jobs in the photos, especially *au pair* /,əʊ 'pɛə(r)/ (a person from another country who comes to live with a family in order to learn the language. An au pair helps to clean the house and look after the children.)
- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class. With a **stronger class**, ask what other activities the jobs involve, e.g. *au pair: prepare children's meals, speak your language with the children*.

KEY

(Possible answers)

E be on your feet, work with children

F be on your feet, work outdoors, work nine-to-five

G be on your feet, wear a uniform, work outdoors, work with children

H answer the phone, be part of a team, deal with the public, make phone calls, use a computer, work indoors

Extra activity: Fast finishers

Ask **fast finishers** if they have personal experience of any of the jobs in exercise 6 or if they know someone who does one of the jobs. They discuss in pairs, e.g. *I know a charity fundraiser. He is on his feet a lot during the day because he speaks to people in the street and asks them for money. He doesn't always enjoy it because some people are rude.*

Exercise 7 2.07 page 53

- Tell students they are going to listen to four teenagers talking about the jobs in exercise 6.
- Ask students what adjectives from exercise 5 they would use to describe each job and write them on the board, e.g. *sports coach: badly-paid, rewarding*.
- Play the recording for students to record their answers. With a **weaker class**, pause the recording after each job description.
- Check answers as a class.

KEY

2 repetitive **3** rewarding **4** stressful

Transcript

Ellie I wanted to earn some money last summer, so I got a job as an au pair. It was with a family from Greece who had three young children. Actually, I didn't earn much money – au pairs don't. But I didn't have to pay for food or rent or anything, so it was fine. The family lived in London, but they travelled a lot because the parents both had well-paid jobs in banking. So I travelled with the family. It was fun. We stayed in some beautiful hotels. The kids were lovely too, but it was hard work looking after them! I was exhausted by the end of each day.

Tom I really wanted to work outdoors over the summer, so when I saw the advertisement for a job as a gardener, I applied for it. I did it for five weeks, and to be honest, I didn't really enjoy it very much. I was unlucky with the weather – it was a very rainy summer. But the main problem was, I had to do the same thing every day. It got really boring because there was no variety. At least the hours weren't too long. I started at ten in the morning and finished at four in the afternoon. Then I went home. Most days, I didn't see another person all the time I was there. I didn't like that either, really. I prefer working with other people.

Katie I really enjoyed my job at a summer camp. It was seven days a week, so hard work, but that was fine. The children had lessons in the morning. Then every afternoon, I'd do sports with them: football, volleyball, athletics, lots of different things. There were five of us working as sports coaches. We all got on really well, which was great, and we helped each other to plan the afternoon. We arranged matches and competitions for the evenings too, so we usually had to work really late – but we didn't mind. Seeing the children enjoying themselves and learning new activities was great. I loved it.

Fynn Over the summer, I spent four weeks at a call centre, working as a charity fundraiser. I hated it! From nine in the morning until five in the afternoon, I had to phone people and basically ask for money. OK, so it was money for charity – a wildlife charity. But people didn't want to talk to me, and sometimes they were quite rude. I got very anxious about making the calls. And I didn't like being indoors all the time, in a small room, with about twenty other people. That made me even more anxious. I felt trapped. I mean, the money was quite good, but I didn't enjoy the work at all. Never again!

Exercise 8 page 53

- Go through the *Recycle!* box together.
- Students complete the sentences with the past simple.

KEY

1 didn't earn 2 travelled 3 didn't work 4 wasn't
5 worked / was 6 worked 7 worked 8 made

Exercise 9 2.07 page 53

- Play the recording again for students to check their answers.
- Check answers as a class. With a **stronger class**, ask:
Why was Tom's job boring? (He was alone a lot and did the same thing every day.)
How was Katie's job varied? (She did lots of different sports.)
Where did Fynn work all day? Why did he get anxious? (He worked all day in a small room and got anxious because the people he spoke to were rude and the room was so small.)

Transcript

See exercise 7.

Exercise 10 page 53

- In pairs, students take turns to ask and answer the questions in the questionnaire, making a note of their partner's answers.

Exercise 11 page 53

- Tell the class your own answers to the quiz questions:
Doing a challenging and rewarding job is more important. I don't mind working indoors. I don't want to travel a lot. I prefer working alone. I like dealing with the public or large groups of people. I don't mind being on my feet for most of the day and I don't mind working long hours. What's the perfect job for me? A teacher!
- In pairs, students discuss their answers and choose the perfect job for their partner.

Extra activity

- Write the jobs from exercise 2 on pieces of paper and put them in a bag.
- Put students in groups and give each group a set of papers.
- Students take turns to take a piece of paper and describe the job without saying the name of the job. The other students guess the job.
- The first team to guess all the words correctly wins.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about jobs. I can understand descriptions of jobs. I can use adjectives to describe jobs.*

5B Grammar

will and going to

LESSON SUMMARY

Listening: A conversation about a job interview

Grammar: *will* and *going to*

Speaking: Talking about future plans and predictions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 5 for homework.

LEAD-IN 2–3 MINUTES

- Write *I want to ...* on the board. Then ask: *Does 'I want to' refer to the past, the present or the future?* (future)
- Explain that we can use (*don't*) *want to* + base form of verb to talk about our future hopes and intentions, e.g. *When I retire, I want to live by the sea. I don't want to live in a city.*
- Ask students to think about their future plans and careers and tell a partner what they want to do in the future. With a **stronger class**, encourage students to start each sentence with *When ...*, e.g. *When I leave school, I want to go to university.*
- Ask a few students to share their ideas with the class.

Exercise 1 page 54

- Focus attention on the photo. Then elicit adjectives that could describe how the girl is feeling.
- Students describe the photo and guess how the girl is feeling.

Exercise 2 2.08 page 54

- Play the recording while students read the dialogue.
- Ask: *Did you guess correctly? (The girl is nervous.) Do you think the interview will go well or badly?*
- Elicit students' ideas, asking them to provide evidence from the dialogue to support their answers.

Transcript

See Student's Book page 54.

Exercise 3 page 54

- Ask students to read the dialogue again and ask: *Which future tenses are in the dialogue? (will and going to)*
- Go through the *Learn this!* box together. Give students another example of each use of *will* and *going to*, e.g. *Sara's parents are both tall. Sara is going to be tall too.* (prediction based on evidence)
I don't think I'll watch the film tonight. (You aren't sure.)
I'm going to buy some new trainers after school. I've got money with me to buy them. (You planned this earlier.)
It starts to rain. You say, 'I'll close the window.' (You decide to do this as you speak.)
Your grandma can't carry all the shopping bags. You say, 'I'll carry them for you.' (offer to help)
Your mum is worried because you aren't doing your homework. You say, 'I'll do it later.' (a promise)
Students find examples of *will* and *going to* in the dialogue.
- Check answers as a class.
- Ask: *What form of the verb do we use after 'will' and 'going to'?* (base form)

KEY

I'll move my bag ... ; I won't chat ... ; I'm going to leave ... ; It'll take ... ; I'm going to get ... ; I'll lend ... ; I'll call ... ; I'll give ... ; Where will you be? ; I'll wait ...

Exercise 4 page 54

- Students match each example with a rule. With a **weaker class**, go through each example together and ask why it is a plan, prediction, offer or promise, e.g. *I'll move my bag* is an offer: Mia is making a quick decision to help Toby.
- Check answers as a class.

KEY

a 1 I'm going to get wet 2 It'll take; Where will you be
b 1 I'm going to leave 2 I'll call
c I'll move my bag; I won't chat; I'll lend; I'll give; I'll wait

For further practice of *will* and *going to*:

Grammar Builder 5B page 132

- 1 1 will 2 Will; won't 3 is going to 4 Will; will
5 won't 6 won't 7 Will; won't 8 won't
- 2 2 I'll eat them. 3 I'll invite her.
4 I'll video us. 5 I'll tell you. 6 I'll ask him.
- 4 1 They aren't going to catch the bus. 2 The boat is going to sink. 3 The rope is going to break. 4 She's going to get a shock.
- 5 1 'm going to 2 'll 3 isn't going to
4 'll 5 'll 6 'll

Extra activity: Fast finishers

- Write the following sentences on the board:
I'm thirsty. (Make an offer.)
Your room is a mess. (Make a promise.)
You're talking about your future job. (Say what you have decided to do.)
You're talking about your future husband or wife. (Make a prediction that is just a guess.)
You got a bad mark in a test. (Make a prediction based on your parents' reactions in the past.)
- **Fast finishers** practise making plans and predictions.

Exercise 5 page 54

- Ask students to read the dialogue. Ask: *Did you predict correctly how the interview went?*
- Students complete the dialogue.

KEY

2 I'm going to start 3 are you going to do
4 'm going to study 5 I'm going to get 6 will be
7 will be 8 'm not going to do 9 'll get
10 'm not going to apply 11 'm going to start
12 'll be 13 won't be

Exercise 6 2.09 page 54

- Play the recording for students to check their answers.
- Ask: *What kind of jobs do Mia and Toby want in the future?* (Mia wants a job in finance. Toby wants to start his own web-based marketing company.)
- Check answers as a class. Practise the pronunciation of /ə/ in *going to* /'gəʊɪŋ tə/.

KEY

to in *going to* is pronounced /tu:/.

Transcript

Mia Here's your umbrella.

Toby Thanks. Well? Are you going to tell me about the interview?

M I got the job. I'm going to start on 1 August! It's just for the summer.

T What are you going to do after that?

M I'm going to study maths at university. Then I'm going to get a job in finance. That's the plan.

T Why finance?

M It pays well. My salary will be quite high.

T Do you think it will be rewarding?

M I don't know, Toby. At the moment, I'm more interested in being successful.

T Me too. That's why I'm not going to do a degree.

M I don't think you'll get a very good job without a degree.

T I'm not going to apply for a job. I'm going to start my own business.

M What kind of business?

T A web-based marketing company. I predict I'll be a millionaire before I'm 25!

M Really?

T It won't be easy. But I'm confident.

M Well, good luck!

Exercise 7 page 54

- Go through the *Look out!* box together.
- Students then make notes about their plans and predictions for their own futures.

Exercise 8 page 54

- In pairs, students compare their plans and predictions.
- Ask students to share their partner's ideas with the class. The class vote on who has the most unusual or exciting plans for the future.

Extra activity

Students make predictions about class members based on what they know about them. The other students must guess who the person is, e.g. *'He loves food. He's going to own a restaurant one day.'* *'Paul!'* *'That's right.'*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions, plans, offers and promises. I can understand a dialogue about a job interview and plans and predictions for the future. I can talk about my own future using 'definitely' and 'probably'.*

5C Listening

Changing jobs

LESSON SUMMARY

Vocabulary: Jobs (2)

Exam topic: Using signposts to predict content in a listening exercise

Listening: An interview with a man who did 52 jobs in one year

Speaking: Discussing jobs you would like to try for one week

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 2. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about two jobs you wanted to do as a child and give reasons using the signposts in exercise 3, e.g. *I wanted to be a ballerina. That's because I loved dancing. However, I also wanted to be a police officer because I loved watching crime films. What's more, I liked the uniform.*
- Ask students to describe jobs they wanted to do as children.

Exercise 1 page 55

- Go through the words together and asking questions to check comprehension, e.g.:
Who catches criminals? (a police officer)
Who does dangerous actions in films? (a stunt performer)
Who makes keys? (a locksmith)
- Students match five of the words to the photos.
- Check answers as a class.

KEY

A locksmith B estate agent C groundskeeper
D stunt performer E builder

Exercise 2 page 55

- Review the vocabulary from Lesson 5A, e.g. *An au pair works with children. A pilot travels a lot.* Then ask students to describe what the jobs in Lesson 5A would involve and describe them with the adjectives.
- Students then work in pairs to answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 55

- Go through the strategy together. Then go back to the description of the two jobs you wanted to do as a child. Write them on the board and underline the signposts you used: *I wanted to be a ballerina. That's because I loved dancing. However, I also wanted to be a police officer because I loved watching crime films. What's more, I liked the uniform.* The example will help students understand how signposts can indicate what's coming next.
- Go through the phrases and check their meaning in the students' language.
- Students do the exercise.
- Check answers as a class.

KEY

1 although; however; nevertheless; in spite of this; on the other hand 2 what is more; moreover; not only that 3 for example; for instance; such as 4 in other words; what I mean is 5 in my opinion; as I see it 6 that's because; therefore

Extra activity: Fast finishers

- Write the following on the board:
I hate making phone calls. (however)
I use a computer a lot in my job. (what is more)
There are great advantages to working from home. (for instance)
I like wearing a uniform in my job. (as I see it)
I like working with people. (nevertheless)
- **Fast finishers** work in pairs and add another sentence using the words in brackets.
- Elicit students' sentences.

Exercise 4 2.10 page 55

- Tell students they are going to hear six sentences about different jobs, followed by a signpost. They have to listen and predict what will come next.
- Play the recording for students to make notes. With a **weaker class**, pause after each sentence to allow students time to think and record their answers.

KEY

B 2 C 4 D 1 E 3 F 6

Transcript

- A Cathy wants to become a journalist. However, ...
- B Working as a pizza delivery man is quite stressful. What's more, ...
- C I think builders have a very boring job. What I mean is, ...
- D The job of gardener is very creative and challenging. In spite of this, ...
- E I'd like to have a job that pays well, such as ...
- F The job of sales assistant is very tiring. That's because ...

Exercise 5 2.11 page 55

- Tell students they are going to hear the sentences again, and additional sentences that follow them.
- Play the recording for students to check their predictions. They should make a note of what they hear.
- Check answers as a class. Check also if the predictions they made in exercise 4 were different; do they follow logically from the signpost?

Transcript

- A Cathy wants to become a journalist. However, her father wants her to work in the family shop.
- B Working as a pizza delivery man is quite stressful. What's more, it's badly paid.
- C I think builders have a very boring job. What I mean is, the work is very repetitive.
- D The job of gardener is very skilled and challenging. In spite of this, it isn't very well paid.
- E I'd like to have a job that pays well, such as stunt performer or police officer.
- F The job of sales assistant is very tiring. That's because you're on your feet all day.

Exercise 6 page 55

- Students complete the sentences. They then compare their sentences with a partner.
- Check answers as a class.

KEY

(Possible answers)

- 1 Nevertheless, it is rewarding.
- 2 For instance, they have to work long hours.
- 3 Not only that, but you will earn more money.
- 4 As I see it, parents should have to pay for their children.
- 5 That's because you have to deal with the public.

Extra activity: Fast finishers

Fast finishers think of different sentences to match the signposts, e.g. *Waiters have a very stressful job. For instance, customers are sometimes rude.*

Exercise 7 2.12 page 55

- Ask: *Imagine you have a good, well-paid job but you're bored with it. What will you do? Will you carry on doing it? Or will you look for completely different job?* Elicit students' answers.
- Tell students they are going to hear an interview with Sean Aiken, who tried a lot of different jobs. Remind them that they do not have to try to understand every word; they should listen for gist.
- Play the recording for students to make notes.

- Check the answer as a class. Then ask:
How many different jobs did Sean try? (52)
Name some of the jobs he tried. (e.g. radio DJ, fireman, journalist, yoga teacher, baker)

KEY

- a His dad told him to do something he was passionate about, but he didn't know what that was. He set up a website and asked employers to give him a job for just one week and he did a new job every week.
- b He was always short of money because he donated all of his money to charity.
- c He learned that you need to be passionate about your job if you're to enjoy it, your job has to have meaning and it's important to work with people that you get on with.

Transcript

Interviewer Today in our series about unusual jobs, I'm talking to Sean Aiken. Sean spent a year doing not one job, but 52 – one for each week of the year. Hello Sean, and welcome to the show.

Sean Hi.

I So when did you come up with the idea?

S It was when I finished university – I realised I didn't know what I wanted to do in life.

I What did you study at university?

S I did business studies, but I had no idea what to do with my degree.

I So, how did you come up with the idea of 52 jobs?

S Well, I asked my dad for advice and he said I should do something I was passionate about – but I didn't know what that was! So I set up the website: oneweekjob.com. I asked employers all over the world to give me a job for just one week and I would do a new job every week.

I Fifty-two different jobs!

S Yes, one a week for a whole year. I wanted to discover what I'm truly passionate about.

I How did you find 52 jobs? It's difficult enough to find one!

S Some people offered me a job when they heard about what I was doing, but I found most of the jobs by searching online.

I What jobs did you do? Give us some examples.

S Radio DJ, fireman, journalist, yoga teacher, baker ... I couldn't find all the jobs in one place, of course, so I had to travel a lot.

I Did you take any holiday?

S No, I worked for 52 weeks without stopping. It was incredibly tiring, travelling between each job, finding somewhere to stay – I often had to sleep on someone's sofa for a week. And I was always short of money. But in spite of that, I've had an amazing time and met some fantastic people.

I You were short of money? Didn't your employers pay you?

S They paid me, but I never had much money to spend. That's because I donated all of my wages to charity.

I What was the most challenging job?

S Working on a farm. That was so hard! I had to get up at five o'clock every morning and the work was very tiring!

I So what did you learn from your 52 jobs?

S I learned that to enjoy your job, you need to be really passionate about it. Your job has to have meaning – it's more than just money. And it's important that you work with people that you get on with and who have similar interests to you.

I So, would you do it again?

S Well, at the moment, I'm helping other people around the world to do their own '52 week job' project. I've found that I'm passionate about helping others!

I Thank you very much for coming in and talking to us, Sean.

S My pleasure.

Exercise 8 2.12 page 55

- Ask students to read the sentences and see if they can say which are true or false. You could ask them to underline the key words in each sentence. (1 *first*, 2 *prevented*, 3 *the majority*, 4 *a few short breaks*, 5 *sleep*, 6 *important*)
- Play the recording again for students to read their answers.
- Check answers as a class.

KEY

1 F 2 F 3 T 4 F 5 F 6 T

Transcript

See exercise 7.

Extension

Ask:

What are the advantages of looking for a new job on the internet?

What are the disadvantages?

Students discuss the questions in pairs. They then share their ideas with the class.

Exercise 9 page 55

- Ask students to look again at the jobs in Lesson 5A and the jobs in this lesson and to think of five jobs they would like to try for a short period. They then think of reasons why these jobs appeal to them.
- With a **weaker class**, ask students to think of two adjectives that describe each job positively, and one activity that they would do in each job. With a **stronger class**, ask students to use signposts, e.g. *I'd like to be a police officer because it sounds challenging and I like dealing with the public. Nevertheless, I'd also like to try being a video game developer because I like creative jobs.*
- In pairs, students take turns to tell each other which jobs they would choose and why. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use markers and signposts to predict what I am going to hear next. I know the names of more jobs. I can understand an interview with a man who tried a lot of different jobs. I can describe five jobs I would like to try and give reasons why.*

5D Grammar

First conditional

LESSON SUMMARY

Reading: A text about disappearing jobs

Grammar: First conditional

Speaking: Talking about the consequences of actions using the first conditional

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask students if they know what jobs their grandparents did. Elicit as many jobs as possible and ask:
Do all these jobs still exist?
Will we need these jobs in the future? Why / Why not?
- Write *machines* and *robots* on the board. If students do not know their grandparents' jobs, ask about their parents' careers instead.

Exercise 1 page 56

- Ask students to describe the photo using the words. Pre-teach any unknown vocabulary if necessary.

KEY

(Possible answers)

The man's job is to operate the lift. He is pressing buttons to open and close the doors and move the lift to different floors.

Exercise 2 page 56

- Ask: *Does this job still exist? (no) Why not?* Elicit students' ideas.
- Students read the text.
- Check the meaning of *automatic* (that can work by itself without human control) and *automated* (made to operate by machine, without needing people).
- In pairs, students discuss what jobs they think will disappear in the future and give reasons why. You could start by brainstorming different jobs as a class and writing them on the board. Alternatively, write the following jobs on the board: *receptionist, dentist, pilot, architect, pizza delivery man*. Say: *Think of different forms of technology that could make these jobs disappear*. Elicit a few ideas and write them on the board, e.g. *We can improve computers at the entrance of hotels and office buildings so that they give visitors all the information they need.*

Exercise 3 page 56

- Focus attention on the highlighted sentence in the text and ask: *Which is the action and which is the result? (If this trend continues is the action and travel agents will probably become unnecessary is the result.)*
- Go through the *Learn this!* box together. With a **weaker class**, underline the present simple and *will* + verb in the sentence on the board, and point out that *will* + verb does not appear in the *if* clause.
- Students complete the rule in the *Learn this!* box.
- Check answers as a class.

KEY

1 present simple 2 *will* + verb If newspapers disappear entirely, we won't need newsagents. And what will happen if everyone learns online instead of in a classroom?

Exercise 4 page 56

- Students match the sentence halves.
- Check answers as a class.

KEY

1 b 2 e 3 c 4 a 5 d

For further practice of the first conditional:

Grammar Builder 5D page 132

- 6 1 don't hurry up 2 have 3 becomes 4 drop
5 don't understand 6 wants
- 7 1 'll reply 2 won't go 3 will worry 4 'll have
5 won't be 6 'll lend
- 8 2 f; If the weather is bad, we won't have a barbecue. /
We won't have a barbecue if the weather is bad.
3 a; If you don't listen to the instructions, you won't
know what to do. / You won't know what to do if
you don't listen to the instructions.
4 e; If she doesn't invite Joe to her party, he will be
upset. / Joe will be upset if she doesn't invite him
to her party.
5 b; If we don't leave now, we'll miss the train. /
We'll miss the train if we don't leave now.
6 d; If the match is on TV, I'll watch it. /
I'll watch the match if it's on TV.

Exercise 5 page 56

- Students complete the sentences. With a **weaker class**, ask students in which clause we use *will* + verb (the main clause).
- Check answers as a class.

KEY

1 'll quit; don't get 2 're; 'll do 3 'll look for; pass
4 don't go; won't earn 5 'll be; find
6 goes; will (you) fix

Extra activity: Fast finishers

Ask **fast finishers** to rewrite the sentences in exercise 5 by swapping the clauses round. Remind them to include or omit commas, e.g. *If I don't get a pay rise, I'll quit my job.*

Exercise 6 page 56

- Ask students to read Emma's email and briefly say what it is about. (Emma has school-leaving exams. She hopes to get good grades and study at London University. She wants to get a good summer job and visit Pierre in August.)
- Students complete the email.
- Check answers as a class.

KEY

1 'll pass 2 work 3 get 4 'll apply 5 aren't
6 'll probably go 7 have 8 'll email 9 don't have
10 'll be 11 find 12 'll be able to

Exercise 7 page 56

- Ask students to read the questions and think about the possible results. Point out that they do not need to repeat the *if* clause in their answers.
- In pairs, students take turns to ask and answer the questions.

Extra activity

- Tell students to think about the future of our planet and elicit a few predictions for the future, e.g. *We'll fly to school in planes. Every house will have its own robot.*
- Ask: *If we have all this technology in the future, what jobs will it create?* and elicit answers, e.g. *We'll need flying policemen. We'll need more engineers to design robots.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about a future situation and its consequences using the first conditional.*

5E Word Skills

Prefixes

LESSON SUMMARY

Reading: An article about a teenager who has been given money not to go to university

Grammar: Prefixes

Speaking: Using prefixes in conversation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercise 5 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Write the following questions on the board:
Who wants to go to university?
How important is university for your future life?
Do you pay tuition fees to go to university in your country?
Does this affect your attitude towards your university education?
- Students discuss their answers in pairs.
- Elicit some answers for the class.

Exercise 1 page 57

- Tell students to think of advantages of going to university and getting a job using the phrases, e.g.
If I get a job straight after school, I will earn money.
If I go to university, I'll get a better job and earn more money.
Allow about three minutes for this activity.
- Ask a few students to share their ideas with the class.

Exercise 2 page 56

- Focus attention on the title and elicit the meaning of *overvalued* (if something is overvalued, we think it is more important or valuable than it really is).
- Students scan the text to find the answer.
- Check the answer as a class.

KEY

Because Peter Thiel, a multi-millionaire and co-creator of PayPal, is paying for him to develop his own business.

Extension

- Write the following questions on the board:
- *What kind of person does Thiel give money to?* (someone with a great business idea)
Where did Andrew go for the final of the competition? (San Francisco)
Are Thiel's opinions on going to university positive or negative? (They are negative because students don't think about what they want to do afterwards.)
What do you think the benefits of this project will be for Andrew? (Students' own answers)

Exercise 3 page 57

- Go through the *Learn this!* box together. Focus attention on the first two prefixes and explain how they change the meaning of words and add another example for each, e.g. *co-pilot*, *ex-boyfriend*. Emphasise that the prefixes can be used with nouns, verbs and adjectives.
- Students find seven prefixes in the text.
- Check answers as a class. Check the meaning of the words, e.g. *multi-millionaire*: Peter Thiel has millions of pounds or dollars; *co-creator*: He created PayPal with another person or other people.

KEY

co-creator, ex-student, multi-millionaire, overestimate, postgraduate, semi-finals, undervalue

Exercise 4 page 57

- Students rewrite the sentences. With a **weaker class**, tell them whether they need a verb, adjective or noun for each sentence.
- Check answers as a class.

KEY

2 My mum is underpaid for the job she does. 3 Mick overslept and missed his bus. 4 We drove to the match in the school minibus. 5 Please rewrite the sentence. 6 We live in a multicultural society.

Extra activity: Fast finishers

- Tell **fast finishers** to choose three prefixes from the table. They then look up two words for each prefix, making sure they include nouns, verbs and adjectives in their choices.
- Students check the meanings of the words and record them in their notebooks. If there is time, they can also write sentences using the words.

Exercise 5 page 57

- Go through the questions together and check the meanings of the prefixes in the sentences.
- In pairs, students take turns to ask and answer the questions. Encourage them to add as much extra information in their answers as possible. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their idea with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use and understand prefixes. I can understand a text about a teenager who received money to start his own business. I can rephrase sentences using words with prefixes.*

5F Reading

Dream jobs

LESSON SUMMARY

Speaking: Describing the jobs in photos; discussing which job you prefer

Reading: An article about three dream jobs

Exam topic: Looking for synonyms and paraphrases

Internet research: Finding your dream job online

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following jobs on the board: *chocolate taster*, *movie star*, *luxury hotel tester*, *pop star*.
- Ask:
How would you describe these jobs as a group?
Do these jobs appeal to you? Why/Why not?
- Try to elicit more dream jobs.

Exercise 1 page 58

- Students look at the photos and guess the people's jobs. Elicit reasons for their ideas.

Exercise 2 page 58

- Go through the job titles together. Then ask students to scan the texts and match each text with one of the photos and one of the job titles.
- Check answers as a class.

KEY

A 3, b B 2, a C 1, d

Extension

- Ask: *What other things do you think these people do in their jobs every day?*
- Students discuss in pairs.
- Elicit students' ideas and write them on the board.

Exercise 3 page 58

- Go through the strategy and the instructions for exercise 4 (but not the rest of the exercise) together.
- Students work individually or in pairs to find the synonyms and paraphrases.
- Check answers as a class.

KEY

1 loved 2 get paid for 3 works 4 degree 5 It's a great job because 6 The only problem with

Exercise 4 page 58

- Students complete the sentences with the missing words. Remind them to look at the information in brackets as this will tell them how many words they need to include.
- Check answers as a class.

KEY

1 video 2 hobby 3 department store 4 good quality 5 work 6 choose

Culture notes

- The Lego Discovery Center in Chicago, Illinois is one of several Lego centres in the world. It is a family-based entertainment venue and features toy displays and rides for children. Visitors can also see films, go on a factory tour and purchase items in the gift shop.
- Netflix first started sending out DVDs in the post for people to watch in 1998. It now has over 83 million customers in over 190 countries who borrow DVDs or watch TV programmes and movies on the internet. Netflix also creates its own TV series and movies.

Extension: Fast finishers

- Write the following questions about the text on the board:
Why did Andrew apply for the job with Lego? (He was already a fan of Lego and his dad had found the job advertisement.)
What did he have to do in the interview? (He had to build a Lego model.)
What did Jo study at college? (textiles)
How does she test the duvets? (She sleeps under them.)
What do film taggers do? (They note the type of film, age and type of person who might like it.)
What is Joe's mum's nationality? (French)
- Ask **fast finishers** to answer the questions.

Exercise 5 page 58

- Students complete the collocations. With a **stronger class**, ask students to try to complete them before checking the text.
- Check answers as a class.

KEY

1 look 2 notice 3 send 4 offer 5 join
6 take 7 have 8 have

Exercise 6 page 58

- Check the meaning of the adjectives.
- Students rate the jobs according to fun and difficulty. Encourage them to think about different aspects of the jobs, e.g. dealing with the public, travelling a lot.
- Ask a few students to share their ideas with the class.

Extension

In pairs, students practise making sentences with the collocations. With a **weaker class**, write sentences with the collocations with deliberate mistakes on the board and ask students to correct them.

Exercise 7 page 59

- Tell students that they are going to look for their dream job online. Ask: *How are you going to do this?*
- Elicit answers, e.g. *look in job sections of news websites, type key words into Google, e.g. 'sales assistant', search for job websites online and then type in key words.*
- Students find a job advert that suits them best and study the requirements of the job. They then think of adjectives from Lesson 5A that describes the job they have chosen.
- Students plan their descriptions. They then tell the class about their job.

Extra activity

Students take turns to mime different jobs to the class. The class guess what the job is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about people's dream jobs. I can read instructions carefully before a matching task. I can express job preferences and describe my dream job.*

5G Speaking

Choosing a job

LESSON SUMMARY

Vocabulary: Personal qualities; making contrasts

Exam topic: Using complex sentences and making contrasts

Listening: An exam candidate chooses a job and justifies their reasons

Presentation: Students discuss three different jobs

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 1 and 2 for homework.

LEAD-IN 2-3 MINUTES

- Describe a holiday job or part-time job you had as a student, e.g. *When I was a student I worked in a bar. I was on my feet all day and served a lot of customers. What qualities did I need to do the job well?* Elicit students' ideas, e.g. friendly, hard-working.
- Say: *You have to find a holiday job this summer. What sort of job are you going to look for? What sort of qualities do you need for the job?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 60

- Students match the job adverts with the photos.
- Ask: *What activities do you have to do in these jobs?*
- Check answers as a class.

KEY

1 C 2 A 3 B

Exercise 2 page 60

- Check the meaning of the adjectives and their pronunciation.
- Go through the questions and the answer to question 2 together. Elicit the meaning and use of *so*. (Here it means 'with the result that' and it comes before the result of an action or situation.)
- Students answer the questions.
- Ask a few students to share their ideas with the class.

For further practice of personal qualities:

Vocabulary Builder 5G page 119

1 2 friendly 3 good at communicating 4 honest
5 enthusiastic 6 physically fit 7 sensitive
9 organised 10 punctual 11 outgoing
12 hard-working 13 reliable 14 patient

2 (Possible answers) unenthusiastic; unfriendly;
dishonest; physically unfit; insensitive; inflexible;
disorganised; lazy; unreliable

Exercise 3 2.14 page 60

- Tell students they are going to listen to a candidate and an examiner doing the task.
- Play the recording as many times as necessary for students to listen and answer the questions.
- Check answers as a class. Ask students what they can remember, e.g. *She prefers working inside. Working in a kitchen is stressful.*

KEY

1 sales assistant

2 she's interested in fashion.

3 Fruit-picking is hard work and she isn't physically fit. She doesn't want to work in a kitchen, so she won't apply to be a dish-washer.

Transcript

Examiner So, we have three jobs available this summer. Have you had a chance to look at them?

Candidate Yes, I have.

E Good. So, what about the job of fruit-picker?

C I'm not sure about that one. Although it's well-paid, it will be very tiring. You have to work all day in the fields. Not only that, but it might be rainy and windy, too, so you'll get very wet and cold. But you can't stop working!

E Some people like the idea of being outside in the fresh air all day.

C I know, but I prefer working inside.

E That's fine. Well, what about the job of sales assistant?

C Yes, I quite like the look of that one.

E Why is that?

C Well, I'm very keen on fashion so I'll find it interesting to work in a clothes shop. I'm sure I'll enjoy it even though the hours are long. And the money isn't great ...

E What about this third job: dish-washer. It's better paid than the sales assistant. And it says you'll be part of a friendly team.

C Hmm. Yes, I like the idea of being part of a team. But I don't think washing up in a restaurant kitchen will be very rewarding. It will be really repetitive.

E Yes, I see what you mean. But at least it's indoors, not outdoors!

C True. But kitchens are usually very hot. It won't be a very nice place to work. And I'll find the work stressful, too, because people shout a lot in restaurant kitchens!

E So, which job do you want to apply for? Are you able to decide now?

C Hmm. Well, I'm not choosing fruit-picking. That's really hard work, and I'm not very physically fit! I won't apply for the job of dish-washer either. The job is quite well-paid. However, I really don't want to work in a kitchen. So I'd like to apply for the job of sales assistant. The pay is not very good. Nevertheless, I'm choosing this job because I'm interested in fashion.

Exercise 4 2.14 page 60

- Go through the strategy together. Advise students to use the strategy as much as possible in a speaking exam.
- Play the recording again. Students complete the phrases.
- Check answers as a class.

KEY

1 well-paid 2 tiring 3 hours 4 long 5 well-paid
6 kitchen 7 pay 8 choosing

Transcript

See exercise 3.

Extra activity: Fast finishers

Ask **fast finishers** to choose a job they would like to do from Lesson 5A or 5C and write sentences with contrasting points about it using *even though*, *although*, *nevertheless* and *however*. Students should use the sentences in the *Learn this!* box as a guide.

Exercise 5 page 60

- Go through the **Look out!** box together.
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- In pairs, students discuss a job that would suit their partner, e.g. *Tomasz is physically fit and hard-working, so I think he will find fruit-picking rewarding.*
- Ask a few students to share their ideas with the class.

Exercise 6 page 60

- Students do the task on page 142.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare ideas for holiday jobs and justify my opinion. I can understand and use personality adjectives. I can make contrasting points.*

5H Writing

An application letter

LESSON SUMMARY

Reading: Analysing an application letter

Exam topic: Writing a formal letter

Vocabulary: Formal language

Writing: Planning and writing an application letter

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework.

LEAD-IN 2–3 MINUTES

- On the board write the following:
Hi
I saw your job advert yesterday for a gardener and I want the job.
I like gardening and I'm awesome at it.
I've got loads of experience too.
I've got exams in July but I can start afterwards if you want.
Cheers
Matt Plunkett
- Books closed, ask:
What kind of letter is it? (an application letter)
Is it formal or informal? (informal)
What register should you use in an application, formal or informal? (a formal register)
Does Matt give enough information about himself? (no)
- Elicit what information Matt could add.

Exercise 1 page 61

- Ask students to read the formal letter quickly. Ask:
Where does Grace want to work? (Harleys Department Store)
What kind of job is it? (sales assistant)
- Students match the elements with the parts of the letter.
- Check answers as a class. Ask: *When you write a formal letter in your own language, what is different?* Elicit students' answers.

KEY

a 2 b 7 c 3 d 4 e 6 f 1 g 5

Exercise 2 page 61

- With a **weaker class**, ask the following questions before students do the matching activity:
What is an online advertisement?
What did she do for six weeks last summer?
What is a CV?
What is happening in June?
- Students match the paragraphs with the descriptions.
- Check answers as a class.

KEY

2 E 3 A 4 B 5 C

Exercise 3 page 61

- Students answer the questions.
- Check answers as a class.
- Ask students how they know that *I am going to start ...* is a plan. (It uses *going to*.) Then ask: *Do you think she describes herself well? What qualities do you think are necessary for a sales assistant?* Elicit students' answers.

KEY

- 1 Paragraph B – she is going to start a degree in design at Brighton University in October. Before that she is keen to find a position in fashion.
- 2 Paragraph C – she is hard-working, honest and reliable.

Exercise 4 page 61

- Go through the strategy together. Students then answer the questions.
- Check answers as a class.

KEY

- 1 Application for the role of sales assistant
- 2 yes (paragraphs A and E)
- 3 a I am keen to ... b I believe I possess ...
c ... on request
- 4 Because she does not know the name of the person she is writing to.

For further practice of formal language: Vocabulary Builder 5H page 119

- 4 1 telephone; require 2 obtain; manager
3 possess; succeed 4 sit; available
5 many; wish 6 opportunity; discuss

Extension

- Focus attention on other formal elements in the letter, e.g. *I noticed* is more formal than *I saw*; *I have experience of working in retail* is more formal than *I know a lot about retail*; *furthermore* is more formal than *also* and *too*; *I am enclosing* is more formal than *I am sending ... with*; *I look forward to hearing from you soon* is more formal than *Hope to hear from you soon*.
- Write the formal phrases on the board. Then elicit different job types students could apply for.
- Ask students to match one formal phrase with one of the jobs and make a sentence, e.g. *I noticed your online advertisement for a gardener to work in the city park during the summer.*

Exercise 5 page 61

- Go through the online advertisement together. Then ask:
Why does the applicant need to be hard-working?
Why is it important for them to be polite?
How long does the job last?
Does the applicant need experience of working in restaurants?
How must the applicant apply and what must they send with their letter?
Does the applicant know the name of the person they are writing to?
Should they need to use 'Yours faithfully' or 'Yours sincerely'?

- Elicit reasons why someone might be interested in the job, e.g. *I like working with people. I want to study hotel management at university.*
- Ask students to think about when they can start the job.
- Finally, ask students what tenses Grace uses in her letter (past simple, present simple, **going to**, first conditional) and where she uses them.
- Students plan their letter. Monitor and offer help where necessary.

Exercise 6 page 61

- Students write their letters and use the *Check your work* box to edit them.

Extra activity: Fast finishers

Ask **fast finishers** to write the online advertisement that Grace saw, using the advertisement in exercise 5 as a guide.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a letter applying for a job. I can use formal language correctly.*