

# UNIT 3

## CAREERS

### Preparation for Task – Reading

#### I Really Like Working With ...

#### Aim

To practise reading for gist and specific information.

### 1

- Focus students' attention on the pictures.
- Elicit the jobs in the pictures and some skills needed for these jobs.

### 2a

- Draw students' attention to the four categories in the diagram and check understanding by relating them to the jobs and skills already discussed.
- Students work in pairs to match the jobs to the categories.
- Monitor and help as necessary.
- Confirm answers as a class. Students could come up and add jobs to the diagram on the board.
- Drill unfamiliar and useful items.

Answers	
<b>Technical</b>	computer support technician, computer engineer, pilot, scientist
<b>Practical</b>	boat builder, butcher, chef, wine maker
<b>Administrative</b>	book keeper, accountant, librarian, secretary
<b>Artistic</b>	designer, musician, television director, journalist

### 2b

- Students work in small groups to brainstorm any extra occupations and add them to the diagram.
- Feedback onto the board.
- Encourage peer teaching and check understanding of new items.
- Try and include the following and check understanding as necessary. Drill any relevant unfamiliar items.

<b>Artistic</b>	architect, actor, photographer, florist, jeweller
<b>Practical</b>	farmer, cleaner, furniture maker, prison officer, plumber, bus driver, toolmaker
<b>Administrative</b>	bank clerk, finance adviser, economist, cashier, office assistant, desktop publisher
<b>Technical</b>	ship's officer, chemical engineer, chemist, surveyor

### 3

- Give students time to read the possible titles.
- Set a very challenging time limit, e.g. *20 seconds*.
- Students skim text.
- Confirm answer as a class.

#### Answer

3. Career Skills: Which jobs suit you?

### 4

- Put students in pairs to ask and answer the questions.
- Encourage the students to ask each other why they chose each answer.
- Monitor and check, helping with any new vocabulary.

### 5a

- Students add up the answers for their partners and tell them which section they should read.
- Students read their section.

### 5b

- The class divides into four groups depending on their answers to the quiz: A, B, C, D.
- Students discuss the questions.
- Monitor and help as necessary.

**Additional Idea**

- Students interview each other to make a list:

Name	Category	Dream Job

- They could find out if there is any relationship between the quiz category students are in and their dream job.

**6**

- Direct students' attention to the 10 questions. Tell the students that the answers are in the answer section to the quiz.
- Put students in pairs or groups.
- The exercise can be done as a race between groups. The first group to finish stops the race. The winning team is the one with the most number of correct answers.
- Confirm answers as a class.

**Answers**

1. Administrative people like detailed clerical and numerical data work.
2. Architect, designer, journalist, actor, musician, photographer, florist, television director, jeweller (any 3).
3. Technical people.
4. Practical and physically active.
5. Creative people.
6. Someone who likes to analyse and solve problems. They like to learn from and evaluate complex information.
7. They like detailed clerical and numerical data work. They like to work under the direction of a task leader.
8. A practical person.
9. Accountant, bookkeeper, bank clerk, finance adviser, economist, cashier, office assistant, secretary, desktop publisher, librarian (any 3).
10. Technical work.

**Task – Speaking**

**Make Your Own Quiz**

**Aims**

To develop oral and written fluency with reference to writing a quiz on a theme, developing scenarios, writing and asking quiz questions.

**1a**

- Put students in pairs to talk about what they can see in the pictures.
- As a class, brainstorm the kinds of areas that could be addressed in a quiz for each topic and write them on the board.

**1b / c**

- Put students into groups to decide on the topic and make notes. You may wish to allocate the topic areas in order to get a balance across the class.
- Monitor and help as necessary.

**2a**

- Show how answers can be organised by doing an example with the whole class.

**How often do you do exercise?**

- A *Every day*                      —————> A = *Super healthy*
- B *Every second day* —————> B = *Healthy*
- C *Sometimes*                      —————> C = *Average*
- D *Never*                              —————> D = *Unhealthy*

- Students organise themselves within their groups to write the answers.
- Monitor and help where necessary.
- One copy of the answers needs to be produced per group.

**2b**

- Students organise themselves within their groups to write the questions.
- They could allocate two questions per person.
- Monitor and help where necessary.

## 2c

- Students swap their questions to check them.

## 2d

- Students dictate their questions to a scribe within their group to write them into the quiz format. Each student in the group needs a copy of the quiz.

## 3a

- Students mingle and do their quiz with as many other students as they can. Set a time limit. Encourage each student in the group to interview different people.
- Students record their answers on the quiz answer sheet.
- Monitor and listen in.

## 3b

- Students return to their original groups to compile the answers for the class.

## 4

- Regroup students to report to each other.
- Monitor and listen in.
- As a class, give feedback on how the task was performed.
- The quizzes and the answers to each quiz should be displayed or circulated so that individuals can read the answers for themselves.

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## Grammar

### Past Simple versus Past Continuous

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#### Aims

To clarify and practise the use of past simple and past continuous.

## 1

- Direct students to the pictures and put students in pairs to answer the questions.
- Discuss answers as a class.

#### Answers

- a) They are waiting for Maria. They are drinking tea.
- b) She is doing her homework.

The teenager is Maria. The woman serving tea is Maria's mother. The visitors are Maria's uncle, aunt and grandma.

#### Language Focus

##### i – iv

- Students discuss these in pairs.
- Confirm answer as a class.

#### Answers

- i Maria was studying.
- ii Maria was studying.
- iii 1. Maria was studying a.  
2. The visitors arrived b.
- iv 1. Past Simple.  
2. Past Continuous.

##### v

- Students complete the rule individually or in pairs.
- Confirm as a class.

#### Answers

1. We use the *past continuous* to talk about actions in progress (at a certain time in the past).
2. We use the *past simple* to talk about events that happened in the past.
3. We use *time words* such as *when, while* and *as* to join past continuous and past simple parts of a sentence.

##### vi

- Students work individually or in pairs to form questions.
- Check answers on the board.

#### Answers

1. Was Maria studying?
2. Did she stay in her room?
3. Didn't the visitors arrive?

**2**

- Students complete the exercise individually, then check with a partner.
- Confirm answers as a class. Clarify any confusion by using timelines on the board if necessary.

**Answers**

1. was listening, arrived
2. arrived, was reading
3. was coming, saw
4. got, was waiting
5. arrived, was watching
6. was cooking, asked
7. was crying, rang
8. was talking, asked
9. was waiting, bumped
10. was driving, crashed

**3**

- Do the example with the class by putting the prompts on the board.
- Model and drill the sentence focusing on the weak form of *was* /wəz /.
- Elicit and drill a sentence, containing the weak form of *were* /wə /.
- Students work in pairs to complete the activity orally.
- Monitor and help as necessary.
- Confirm answers as a class.
- Deal with any common problems with the use of the two tenses.

**Answers**

1. She was studying in her room when she heard a knock on the door.
2. While I was studying my mother gave me a drink.
3. The doorbell rang as I was listening to music in my room.
4. As the visitors were leaving I went into the kitchen to cook.
5. I was cooking noodles when the phone rang.
6. I ate / was eating noodles while watching TV.
7. I was watching TV when my father came home.

**4a**

- Put students in small groups to work on making sentences.
- Set a time limit.
- When the time is up, each group should count their sentences.
- The group with the most sentences should read them to the class.
- Confirm that their sentences are correct, as a class.

**4b**

- Students make their own sentences about people in the class, in pairs or groups. This can be done orally or written down.
- Conduct feedback, eliciting some examples.
- Deal with any common problems with the class.

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**Grammar****Past Passives**

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**Aim**

To clarify and practise the past passive.

**1**

- Direct students to the pictures and ask *What do you think happened?*
- Put students in pairs to brainstorm vocabulary items they would expect to find in the article.
- Put these on the board.

**2a**

- Set a challenging time limit.
- Students read the article to confirm their predictions about the content of the article.
- Conduct brief feedback.

**2b**

- Students answer questions in pairs.
- Confirm answers as a class.

**Answers**

1. A Doberman dog.
2. She was out jogging.
3. Yes. (She had to have 42 stitches put in her leg. Her work and study were affected.)
4. Two weeks.
5. The owners of the dog.

**Language Focus**

**i / ii**

- Students answer these in pairs.
- Confirm as a class.

**Answers**

- i 2
- ii 1 Doberman dog = subject, her = object  
2 She = subject

**iii**

- Write the two sentences on the board.
- Go through the form on the board, highlighting the difference.

**Answers**

1. Subject + verb + object
2. Subject + verb *to be* + past participle + agent

**iv**

- Students work individually to underline passive constructions.
- Feedback as a class, writing them on the board.

**Answers**

1. ... she was attacked by an unsupervised Doberman
2. Lisa's left leg was bitten ...
3. Lisa was briefly admitted ...
4. ... her study and work were both affected by the injury.
5. Ms McKimmie was told by neighbours ...
6. ... the owners had been ordered by the council ...

**v**

- Students complete the rule on their own.
- Confirm as a class.

**Answers**

We use the *passive* when the person who does the action is not important or not known. We use the *active* when who does the action is important and is known.

**vi**

- Discuss this question with the class.

**Answers**

In this article the emphasis is mainly on Lisa and the injury, not on the day.

**3**

- Focus students' attention on the picture and establish that *Wesolowski* is a brand of shirt.
- Students work individually or in pairs to complete the gaps in the text.
- Confirm answers as a class.

**Answers**

1. *was established*
2. *was named*
3. *was opened*
4. *was designed*
5. *were exported*
6. *created*
7. *were sold*
8. *were discovered*
9. *were imported*
10. *are worn*
11. *were made*

**Function**

**Setting the Scene**

**Aims**

To clarify and practise language for setting the scene when telling a story.

**1**

- Direct students to the pictures and ask students what they can see.
- Set the task.
- Play the recording.
- Confirm answer as a class.

**Answer**

a)

**Function**

**Recording 3.1**

Fade into conversation ...

Amanda: How's it all going, Sal? You with your new job and Pam looking after the children ...

Sally: (laugh) Okay I think ... Let me tell you about last night ... it was the weirdest thing! ... I got home from work late and I was really tired and hungry ... and you wouldn't have believed it! ... There was Ian in the kitchen cooking my favourite curry. Ella was in the lounge room quietly watching her favourite video and ready for bed ... the baby was asleep. I couldn't have asked for better ... You should have been there! ...

Amanda: and where was Pam?

Sally: Oh! that's the best bit ... She was sitting in a chair looking relaxed, reading the newspaper and having a glass of wine!

Amanda: Talk about role reversals!

**2a**

- Direct students to the Useful Language box and give them time to read through.
- Play recording.
- Students compare in pairs.
- Play recording again if necessary.
- Confirm answers as a class.

Answers	
Box A	Box B
'That reminds me about the time...'	'I couldn't believe it!'
'Let me tell you about...' ✓	'It was the weirdest thing!' ✓
'I saw the funniest thing the other day...'	'You wouldn't have believed it!' ✓
'The other day...'	'You should have been there!' ✓

**2b**

- Discuss this question with the class.

**Answer**

When we are telling a friend a story or an anecdote. It can help prepare them for what's to follow.

**2c**

- Put students in pairs to answer the question.
- Provide feedback as a class.
- Drill the phrases, focusing on stress, intonation and weak forms.

**Answer**

Language in **box A** usually opens a story.

**2d**

- Put students in pairs to discuss this.
- Feedback as a class.

**Answer**

*The other day ...* is used for a regular event. All the other expressions are used for more surprising events.

### 3

- Students work individually to complete the sentences.
- Monitor and help as necessary.
- Check answers as a class.
- Drill some of the sentences to give students further practise.

#### Answers

1. *You wouldn't have believed it!*
2. That reminds me of the time / Let me tell you about the time. (The other day is not appropriate because the exclamation mark indicates that something out of the ordinary took place).
3. You should have been there / I couldn't believe it / You wouldn't have believed it.
4. I saw the funniest thing the other day ...
5. That reminds me of the time / Let me tell you about the time / The other day.
6. I couldn't believe it!
7. That reminds me about the time / The other day (my starts in lower case indicating that the sentence continues).
8. You should have been there / I couldn't believe it / You wouldn't have believed it.

### 4

- Do an example for the class. Invent something surprising.
- Put students into pairs or small groups.
- Monitor and listen in.
- Conduct feedback by asking one or two students to report each other's stories.
- Deal with any common problems with the target language as a class.

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## Vocabulary

### An Excellent Career Opportunity ...

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#### Aims

To clarify and practise vocabulary for job advertisements and applications.

### 1

- Set the questions and a time limit.
- Students read advertisement to answer questions.
- Confirm answers as a class.

#### Answer

They are advertising two jobs, one is a sales representative, selling car repair products in the automotive (car) industry. The other is a junior electronics technician. You would find these advertisements in the job section of the paper.

### 2

- Direct students to the table and establish that these are all expressions used when job hunting / looking for a job.
- Students work individually to match the words and definitions.
- Students compare answers in pairs.
- Confirm answers as a class.
- Drill new items.

#### Answers

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

### 3

- Give students a time limit to find and underline words.
- Students compare with a partner and answer the questions.
- Confirm answers as a class.

**Answers**

**Sales representative ad:** applicant / good communication skills / salary / enquiries / forward / résumé (6)

**Electronic technician ad:** vacancy / applicant / equivalent / excellent communication skills / demonstrate / résumé / cover letter (7)

**Both:** applicant / communication skills / résumé (3)

**4**

- Direct students to the questions.
- Put students in pairs to discuss.
- Elicit ideas from the class.

**Answers**

**Sales Representative**

Skills and Experience a proven sales track record, good communication skills, experience with the automotive industry

Application Process written application with résumé

Information accept any logical answer, e.g. salary, leave entitlement, length of contract

**Electronics Technician**

Skills and Experience studying for the Electronics Certificate or equivalent, excellent communication skills, to be able to work well in a team environment as well as on their own, demonstrate an interest in the electronics field

Application Process résumé with cover letter

Information accept any logical answer, e.g. salary, *leave entitlement, length of contract*

**5a**

- Direct students to the picture and the application form and establish the situation.
- Students work individually to complete the exercise.
- Confirm answers as a class.

**Answers**

1. First name
2. Family name
3. Address
4. Postcode
5. Fax
6. Email
7. Driver's licence
8. Languages spoken
9. Present occupation
10. Previous work history
11. Education / qualifications
12. Interests

**5b**

- Ask the class this question, or get students to discuss it in pairs first.

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**Grammar**

**Present Perfect / Past Simple**

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**Aims**

To clarify and practise present perfect simple for unfinished past versus past simple for finished past.

**1**

- Demonstrate the activity first by getting the students to ask you the first two / three questions.
- Students work in pairs to ask and answer.
- Monitor and listen in ensuring students are using the prompts. Make a note of mistakes made with the present perfect and past simple.
- Conduct brief class feedback, asking two or three students to report on their partners.

## 2a

- Students look at picture and discuss possible answers to questions in pairs.
- Conduct brief feedback, putting ideas onto the board.

## 2b

- Set a time limit.
- Students read and check their predictions.
- Confirm answers as a class.

### Answers

1. He's a firefighter.
2. He has worked all over the world, including the USA.
3. For more than fifteen years.
4. All of his previous jobs were inside.
5. He has worked as a dishwasher, an office clerk and a shop assistant.

### Language Focus

Use the notes you made during exercise to help you focus on specific aspects of meaning, use, form and pronunciation that students are finding difficult.

#### i – iii

- Put the example sentences on the board and elicit which is in the present perfect and which is in the past simple.
- Students work individually or in pairs to circle the correct alternative.
- Confirm as a class.
- Clarify with a timeline and concept checking questions to illustrate the difference between the example sentences, if necessary.

### Answers

1. We use the **past simple** if we say exactly when an action in the past happened.
2. We use the **present perfect** if the action happened sometime in the past, but we don't know exactly when.
3. We also use the **present perfect** if the action began in the past and continues to the present.

#### iv

- Ask students to look at the example sentences and identify the forms.
- Elicit how the Present Perfect is formed and how contractions are used, if necessary.
- Elicit examples of question forms and negatives in the Present Perfect, if necessary.
- Drill example sentences if necessary

### Answers

1. has + past participle = Present Perfect.
2. Past Simple.

## 3

- Direct students to the picture and elicit and check understanding of *stuntwoman*. Elicit some examples of stunts they might do.
- Students work individually to complete the exercise.
- Monitor four examples of common problems with the target language.
- Confirm answers as a class. Elicit examples of contractions where appropriate.
- Deal with any common problems with the target language.

### Answers

1. *has done*
2. *has crashed*
3. *has fallen*
4. *'ve / have been*
5. *haven't had*
6. *'ve / have only been*
7. *broke*
8. *burnt*
9. *has worked*
10. *went*
11. *met*
12. *ate*

## 4

- Demonstrate the activity with a strong student.
- Elicit and drill the question form *Have you ever...?* and establish that *ever* is often used for more unusual lifetime experiences.
- Elicit possible short answers: *Have you ever ridden an elephant? No, never / Yes, I have.*
- Students work in pairs to find five things.
- Monitor and listen in.
- In class feedback find out about some of the differences students found.
- Deal with any common problems with the target language.

## 5a

- Elicit that the verbs in the box are examples of irregular past participles.
- If necessary, test students on past participles.
- Drill, if necessary, and elicit written forms onto the board.

### Answers

**Past participles:** been, eaten, bought, seen, found, had, got, forgotten, drunk, slept, written, met, read, won, driven, ridden, lost, sent

## 5b

- Demonstrate the activity in open pairs. Encourage students to ask a follow-up question.
- Students work in closed pairs.
- Monitor and listen in.
- Deal with any common problems with the tense and past participles as a class.

## Listening

### Job Interviews

#### Aim

To practise listening for specific information.

### 1a

- Check understanding of *fluent, employees, hospitality, tourism.*
- Put students in pairs to discuss the questions.
- Monitor and check, helping where necessary.
- Elicit ideas from the class. List advantages and disadvantages on the board.

### 1b

- Direct students to the advertisement.
- Ask the following questions: *What job is being advertised? Which country is it in?*
- Give students 10 seconds to skim the advertisement to answer the questions: *hotel receptionist, Australia.*
- Put students in pairs to discuss the questions.
- Conduct brief class feedback.

## 2 / 3

- Establish the situation and set the tasks, checking understanding of *requirements, adaptability.*
- Divide the class into two and give each group a copy of the recording, a player and a separate place in which to listen. (Ideally this would be a separate room).
- One group of students listen to Mae Ling Soo's interview and the other to Judith Stevenson's.
- Confirm answers by giving students model answers they can check by themselves.

### Answers – 2

- possess excellent communication and customer service skills – **Mae Ling**
- have three or more years experience in hotel reception – **Mae Ling**
- demonstrate an ability to adapt to different environments – **Judith**
- have experience in Word and Excel – **Judith**
- speak English and Chinese and / or Japanese – **both**

Answers – 3

**Mae Ling Soo**

Current job	Receptionist at Sheraton Hotel
Communication skills	Good feed back from customers
Customer service skills	Six years experience working at Sheraton
Hotel reception experience	Three years
Travel experience / adaptability	Has never been abroad.
Computer experience	No
Languages	Mandarin and some Cantonese, a little Japanese

**Judith Stevenson**

Current job	English teacher in Japan
Communication skills	Has to have good communication skills to work as a teacher.
Customer service skills	Teaching, guiding tours and as a coordinator
Hotel reception experience	No
Travel experience / adaptability	Yes. Has had lots of travel experience and has had to adapt to different environments.
Computer experience	Yes, has learnt Word and Excel but unused for two years.
Languages	English and a little Japanese

**4**

- Put students in A / B pairs.
- Students complete tables by exchanging information. Ensure students are not just showing each other their tables but are speaking.
- In the same pairs, students discuss which is the more suitable applicant.
- Conduct class feedback and have a vote.

**Listening**

**Recording 3.2**

Narrator	1. Interview with Mae Ling
Mr Chow:	Could you tell me about your current job?
Mae Ling:	OK ... I work at the reception desk at the Sheraton Hotel.
Mr Chow:	Good. ... and how long have you worked there?
Mae Ling:	Well ... about six years. I started out in the customer service department – handling customer enquiries and complaints. I learned to deal with all kinds of people – many of them foreign. The customer evaluation forms always said that I was friendly, polite and helpful, so they promoted me to reception and I've been there ever since. That was three years ago now.
Mr Chow:	Have you ever lived abroad before?
Mae Ling:	No, I haven't. But I certainly would like to. I think my experience with international tourists at the Sheraton has helped me understand people from all over the world. We've had guests from Europe, Asia, North and South America, and even Africa!
Mr Chow:	Interesting. So tell me about your language ability. How many languages do you speak?
Mae Ling:	Well ... my father is from China, so I speak fluent Mandarin and some Cantonese. I've recently started studying Japanese at the community college in London. I think because I know Chinese, it's a little easier for me than for the other students. Some of the characters are similar.
Mr Chow:	So ... tell me about your computer experience.
Mae Ling:	Right ... well ... let's see ... to be honest, I don't have very much computer experience. I can send emails, but don't have any formal training. I'm a very fast learner, though, and I'd be happy to take a computer course at my own expense.

Mr Chow: Ok ... Thank you Mae Ling. Would you like to ask any questions?

Mae Ling: Hmm ... about the return air fare ... (fade out)

Narrator 2. Interview with Judith

Mr Chow: Could you tell me about your current job?

Judith: I'm an English teacher in Japan. I work in Tokyo and give classes to young students, housewives and Japanese businessmen.

Mr. Chow: Good. ... and how long have you worked there?

Judith: Five years now, so I can speak a little Japanese. I suppose, being a teacher, I have to have good communication skills and it's important to me to be able to communicate and have good relationships with the people around me.

Mr Chow: So, what did you do before becoming an English teacher?

Judith I worked as a tour guide in Europe – taking Asian tourists to popular attractions in France, Germany, Italy, Greece and England.

Mr Chow: You've travelled a lot, then.

Judith: Oh yes, quite a lot. When I was in my 20s, I worked on a cruise ship as an activities coordinator. I've been to every continent and it's easy for me to change from one environment to another.

Mr Chow: Have you ever worked in a customer service department?

Judith: No, not exactly, but I think all of my jobs have involved serving customers: teaching, guiding tours, coordinating activities ... all those jobs require you to help customers.

Mr Chow: So ... tell me about your computer experience.

Judith: I took a computer course two years ago and learned to use Word and Excel, but I've never really used it.

Mr Chow: Ok ... Thank you Judith. Would you like to ask any questions?

Judith:; ... about the return air fare you offer, what happens if ...(fade out)

**Speaking**  
**Hesitating**

**Aims**

To clarify and give practice in techniques speakers use when they need time to think.

**1**

- Ask students if they can remember the questions that Mr Chow asked in the interviews.
- Students work in pairs to write the questions using the given prompts.
- Check answers as a class.
- Drill the questions paying attention to sentence stress and intonation.

**Answers**

1. Could you tell me about your current job?
2. How long have you worked there?
3. Have you lived abroad?
4. Which languages do you speak?
5. Do you have computer experience?

**2**

- Direct students attention to the picture and establish who they are and what they are going to be doing.
- Elicit how they might be feeling.
- Set the task.
- Play the recording.
- Discuss the answers as a class.

**Answers**

Mae Ling's interview is better.  
Sid just stops talking when he's not sure what to say.

## Speaking

### Recording 3.3

#### Narrator 1. Interview with Sid

- Mr Chow: Could you tell me about your current job?
- Sid: (long awkward pause) I work at the reception desk at the Radisson Hotel.
- Mr Chow: Good. ... and how long have you worked there?
- Sid: (long awkward pause) About a year.
- Mr Chow: Interesting. So tell me about your language ability. How many languages do you speak?
- Sid: (long awkward pause) My mother is from Spain, so I speak fluent Spanish.
- Mr Chow: So ... tell me about your computer experience.
- Sid: (long awkward pause) To be honest, I haven't ever used a computer.
- Mr Chow: Ok ... Thank you Sid. Would you like to ask any questions?
- Sid: (long awkward pause) ... Yes, I have a question about ... (fade out)

#### Narrator 2. Interview with Mae Ling

- Mr Chow: Could you tell me about your current job?
- Mae Ling: OK ... I work at the reception desk at the Sheraton Hotel.
- Mr Chow: Good. ... and how long have you worked there?
- Mae Ling: Well ... about six years
- Mr Chow: Interesting. So tell me about your language ability. How many languages do you speak?
- Mae Ling: Well ... my father is from China, so I speak fluent Mandarin and some Cantonese.
- Mr Chow: So ... tell me about your computer experience.

Mae Ling: Right ... well ... let's see ... to be honest, I don't have very much computer experience

Mr Chow: Ok ... Thank you Mae Ling. Would you like to ask any questions?

Mae Ling: Hmmm ... about the return air fare ... (fade out)

### 3

- Direct students to the Useful English box and elicit the type of language / some examples of what they should listen for.
- Play recording.
- Students compare their ideas with a partner.
- Play recording again if necessary.
- Confirm answers as a class.

#### Answers

1. OK
2. Well ...
3. Right ...
4. Let's see ...
5. Hmmm

### 4

- Model the above by playing the recording or by giving a teacher model.
- Elicit the intonation patterns and mark them on the board.
- Drill the language (cover or clean the board first).

#### Answers

1. —→  
OK
2. —→  
Well ...
3. ↘  
Right ...
4. ↘  
Let's see ...
5. —→  
Hmmm

## 5

- Give students time to prepare their questions (interviewers together) and the answers (interviewees together).
- Briefly demonstrate the start of an interview with a strong student. Emphasise your hesitation, using the target language.
- Students work in pairs to ask and answer.
- Monitor and check, helping where necessary.
- In class feedback get one or two pairs to present their interviews.

## Writing

### A Job Application Letter

#### Aim

To develop students' writing skills with reference to a job application letter.

## 1

- Establish the situation with the picture and the information about Soo Young.
- Set the question.
- Students read the advertisement to answer the question.
- Discuss the answer as a class.

#### Answer

Soo Young looks like a suitable applicant so he should apply.

## 2

- Students read the letter and delete the unnecessary sentences.
- Compare answers in pairs.
- Confirm as a class, asking students to explain why these sentences are inappropriate.

#### Answers

Hi George!

I saw your ad in the newspaper Sat, so I'm writing to you about the job. I really want to apply for one of the trainee bank clerk positions. ~~My Dad used to work in a bank and he liked it a lot.~~

I speak a little Spanish, fluent Korean, and did a great job on my IELTS test. I'm finishing my degree in International Business and Finance soon. ~~I'm so happy about that because I'm really tired of studying and being a poor student.~~

You can call me on my mobile on 0410-586-024, or send a letter to my house. ~~I live with my parents and 2 brothers, but I hope to get married soon and live with my wife.~~

Please write back soon. ~~I'm very impatient and don't like waiting a long time for letters.~~

Thanks,

Soo Young Park

## 3a

- Students work individually, then confirm answers as a class.

#### Answers

1. True
2. True

## 3b

- Contrast *Hi George* with *Dear Mr Lopez*.
- Students work individually to put the sentences in order.
- Compare answers with a partner.
- Confirm as a class.
- Students could rewrite the letter as a follow-up exercise or for homework.

**Answers**

8. Yours sincerely,
2. I'm writing to reply to your advertisement in last Saturday's *Times*.
7. I look forward to receiving your reply.
6. I can be contacted by telephone on 0410 586 024 or at the above address.
3. I would like to apply for one of the trainee bank clerk positions advertised.
5. I will also complete a degree in International Business and Finance in June and will be available for work immediately afterwards.
4. I have a working knowledge of Korean and have recently passed the IELTS exam with a score of 6.5.
1. *Dear Mr Lopez,*

**4a**

- Direct students' attention to the advertisement.
- Elicit the job type and type of applicant they are looking for.

**4b**

- Model this planning exercise on the board.
- Students work on their own to continue it for themselves.
- Encourage students to be imaginative with their ideas.
- Students should pretend that they are tourism and business students if they have no matching experience.

**4c**

- Elicit how the letter would be laid out on the board.
- Elicit logical order of paragraphs and outline this on the board.

**4d**

- Students can write the first draft in class or for homework. If you do it in class, make sure you set a time limit. Students could work individually or in pairs / small groups.
- Students write first draft of letters.
- Monitor and help as necessary.

**4e**

- Elicit a list onto the board of what students should look for when checking their writing.
- Students check their own or another student's letter.
- Letters can be redrafted as necessary.

**Vocabulary**

**Verb Phrases with 'Make'**

**Aims**

To clarify and practise common verb phrases using *make*.

**1**

- Students work in pairs.
- Confirm answers as a class, getting students to give reasons for their choices.
- Check understanding of any unfamiliar items, e.g. *make an appointment* for professional services, e.g. *with your dentist, doctor, hairdresser, counsellor, accountant, lawyer* but not with your friend.

**Suggested Answers**

(students' opinions may vary)

Work	Home	Both
Make money	Make your bed	Make an appointment
	Make breakfast / lunch / dinner	Make a noise
		Make sure
		Make a list
		Make enquiries
		Make a decision
		Make plans
		Make an effort
		Make friends

## 2a

- Students work in small groups or pairs to make sentences (👏 activity 1).
- Monitor and help as necessary.
- Confirm answers as a class before moving to the next stage.

### Answers

In correct order before being cut up.

## 2b

- Do an example with the class.
- Put students in pairs to test each other.
- Monitor and listen in.
- Deal with any common problems as a class.

## 3

- Students work individually to complete the exercise.
- Students can compare answers in pairs.
- Confirm answers as a class.

### Answers

1. make an appointment
2. makes dinner
3. make (a lot) of noise
4. make (the shopping) list
5. make sure
6. make (the) beds
7. make (difficult) decisions
8. make (extra) money
9. make (a lot of new) friends
10. made an effort
11. made (a lot of) enquiries

## 4a / b

- Students ask and answer in pairs or in small groups.
- Monitor and listen in.
- In class feedback ask one or two students to report on each other.
- Deal with any common problems with the target language.

### Additional Idea

This exercise incorporates commonly made mistakes.

Ask students to correct the incorrect verb in each sentence:

1. I want to make some photos. (take).
2. I made a test today. (did)
3. Australians make a lot of sport. (play)
4. She made an appointment to see her boyfriend tonight. (is going to see / meet, has organized to see)
5. He wants to make a girlfriend. (find)
6. We made a party at our house last night. (had).

## Pronunciation

### Word Stress and the / ə / sound.

#### Aims

To clarify and practise the sound / ə / and word stress.

## 1

- Students may need a copy of phonetic symbols and example sounds.
- Students work in pairs to write the words.
- Confirm answers as a class by asking students to spell the words as you write them on the board.

### Answers

1. appointment
2. attractive
3. agent
4. applicant
5. shop assistant
6. representative
7. award
8. skyscraper
9. disaster

## 2

- Do one or two examples with the class, playing the recording and eliciting the main word stress onto the board.
- Play the recording for students to continue the exercise.
- Students compare in pairs.
- Confirm answers as a class.
- Model and drill the words using the recording or a teacher model.
- Elicit and check students are familiar with the 'rule' in the Pronunciation Tips box.

### Answers for 2 and 3

1. appointment
2. attractive
3. agent
4. applicant
5. shop assistant
6. representative
7. award
8. skyscraper
9. disaster

## 3

- Do the first one or two as examples with the whole class.
- Play the recording.
- Students compare answers in pairs.
- Confirm answers as a class.

### Pronunciation

#### Recording 3.4

1. appointment
2. attractive
3. agent
4. applicant
5. shop assistant
6. representative
7. award
8. skyscraper
9. disaster

## 4

- Students work in pairs.
- Monitor and check that students are using weak sounds and word stress correctly.