



OVERVIEW

Objectives: Grammar

- Tell when to use the past simple and when to use the present perfect (BrE) (GSE 44 – B1).
- Use the present perfect with *already, ever, just, never* and *yet* (GSE 54 – B1+).

Vocabulary:

- Jobs: *being paid, having interviews, part-time, start work, to find a job, work in a shop*
- Time expressions: *already, ever, just, never, yet*

Resources:

- SB: pages 16–17; Grammar Reference page 70; Word List page 65
- Online resources: Photocopiable Resource 28
- Assessment: Grammar Quiz Lesson 7

WARM-UP (10 minutes)

(T-S, S-S, S-T) Draw students' attention to the photo. Ask students to speculate about the photo, e.g. *What is the situation?* (The photo shows a young man shaking hands with someone in an office.), *Who are the people? How does the man feel?* (The man looks very happy. Perhaps the man got a job.)

Go through the conversation with the class. You may want to pre-teach *apply for a job, find a job, a proper job*. Students practise reading the conversation in pairs, and check their predictions. Check answers with the class.

Suggested answers

The photo shows a young man shaking hands with someone in an office. The man looks very happy. Perhaps the man got a job.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students which tenses appear in the conversations (*Present Perfect, Present Simple, Present Continuous*). Student work in pairs to match the sentences with the rules. Point out that they need to match one of the sentences to two rules. Do not check answers yet.
- 2 (T-S, S-S, S-T) Exercise 2. Go through the Grammar box with the class then check answers to Exercise 1 as a class. Ask students to explain why the answers in Exercise 1 are correct (1 is a piece of news and we don't know exactly when it happened, 2 is a past action and we know when it happened).

Answers

a 2 b 1 c 1

Refer students to the Grammar Reference section on page 70 for more information.

- 3 (T-S, S-S, S-T) Exercise 3. Tell students to look again at the conversation and find the sentences that contain the words in the box. Students work in pairs to decide whether the words are affirmative, negative or interrogative. Point out that one word can match two categories. Check answers with the class.

Answers

affirmative: *already, just*
negative: *never, yet*
interrogative: *ever, yet, already*

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Go through the *Watch Out!* box with students and answer any questions they have. Students then work in pairs to complete the conversation. Students practise saying the conversation aloud. To check answers, play the recording.

Answers

- 2 has just left
- 3 flew
- 4 did he go
- 5 Did he find
- 6 started
- 7 lost
- 8 has already learnt
- 9 Have you found
- 10 haven't started
- 11 have never liked

Audioscript 7.1



J = Jawad K = Khalil

- J: Have you heard the news? Nader has just left the country. He flew to Japan last night.
- K: Why did he go to Japan? Did he find a job there?
- J: No, he hasn't, but he's looking. He started studying Japanese last month when he lost his job. He has already learnt a lot.
- K: Have you found a new flatmate yet?
- J: No, I haven't. I haven't started looking yet. Why?
- K: Well, I have never liked my flat and your flat is great, so ...

07 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 2** (S-S, S-T) Exercise 5. Students work individually to complete the questions and sentences. They then work in pairs to ask and answer the questions. Encourage students to ask follow-up questions to learn more about their partner. Check answers, then ask volunteers to tell the class something they learned about their partner.

Answers

2 yet 3 yet 4 already 5 just 6 never

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Give students two to three minutes to work individually and write their sentences. Make sure each student writes the same number of sentences (perhaps five). They then ask and answer their questions, scoring one point for each answer they guess correctly. The student with the most points at the end of the activity wins. Monitor and offer help as necessary.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Students write five questions using the Present Perfect and Past Simple. At the beginning of the next lesson, they swap their questions with a classmate. Students then write answers to the questions they receive. Check answers with the class.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 28 to use.

OVERVIEW

Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Use the past simple and the present perfect (BrE) (GSE 44 – B1).
- Use the present perfect with *already, ever, just, never* and *yet* (GSE 54 – B1+).

Resources:

- SB: pages 16-17
- WB: pages 12-13

WARM-UP (5 minutes)

(T-S, S-T) Ask students some questions using the Present Perfect (e.g. *Have you ever flown in an aeroplane? Have you ever had a Saturday job? Have you decided what career you want to do yet?*) and elicit answers. Elicit how we form the Present Perfect (*have* + past participle).

PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class. Point out that students need to use the word in brackets as well as the Present Perfect. Check that students understand *sack* and *pay rise*. Students work individually to rewrite the sentences. Check answers as a class.

Answers

- 2** Has your dad ever sacked one of his employees?
3 I don't need a job. I've already got one.
4 I can't meet you now. I haven't finished work yet.
5 I've just heard about your pay rise. Congratulations!
6 Has Ali started his new job yet?

- 2** (S-S, S-T) Exercise 2. Go through the example with the class. Remind students to think about where to place *never, ever, already* and *just* in the sentence, as the words in brackets may not be in the order they need to use them. Students work individually to rewrite the sentences. Check answers as a class.

Answers

- 2** has never worked
3 haven't decided
4 Has the business ever made
5 have never had
6 has already had
7 has just opened
8 Have the staff had

- 3** (T-S, S-T) Exercise 3. Go through the example with the class. Point out that students need to write a question as well as complete the short answers, and that not all the words they need are provided in the prompt. Students work individually to choose the correct forms.

Answers

- 1** Yes, I have.
2 Has your mum ever told you to get a job? No, she hasn't.
3 Has your neighbour found a new job yet? No, he/she hasn't.
4 Has your boss taken on any more staff yet? Yes, he/she has.
5 Have your teachers ever talked to you about job interviews? Yes, they have.

- 4** (S-T, T-S) Exercise 4. Students should consider their week. They should write a short paragraph about what they have already done and what they haven't done yet.

Answers

Students' own answers

- 5** (S-S, S-T) Exercise 5. Students work in pairs to match the parts of the sentences. Point out that there are two sets of sentences, A (questions) and B (statements). Check answers as a class. Fast finishers can write fictional answers to the questions in part A.

Answers

A 1 c 2 a 3 b 4 d
B 1 c 2 d 3 b 4 a

- 6** (S-S, S-T) Exercise 6. Students work individually to choose the correct forms to complete the sentences. Check answers as a class, encouraging students to explain why the option they chose is correct.

Answers

1 Have you fed **2** worked **3** has never worked
4 already tidied **5** Have you ever had **6** did you do

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Go through the example with the class. Students work in pairs to complete the conversation. Point out that the prompts do not contain all the words they will need. Students practise saying the conversation in their pairs. To check answers, ask one or two pairs to read the conversation aloud.

Answers

2 Yes, I have. **3** I sold ice creams last summer.
4 Really? Did you enjoy it? **5** Yes, I did. **6** It was great fun.
7 How long did you do it for?
8 I worked in the café for four weeks.
9 Was your boss nice? **10** No, she wasn't.
11 She wasn't very friendly.

- 2** (T-S, S-S, S-T) Exercise 8. Go through the example with the class. Students work in pairs to complete the sentences. Remind students to use the Present Perfect. Check answers with the class.

Answers

2 haven't come **3** have already started

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to think about holiday jobs they would like to do. They work in pairs and talk about the jobs and why they would like to do them. Elicit ideas from the class.

HOMEWORK

Ask students to write a conversation similar to the one in Exercise 7, about a summer job. In the next lesson, students can practise their conversations in pairs.

07 LESSON 2A GRAMMAR (SB)

OVERVIEW

Objectives: Grammar

- Tell when to use the present simple and when to use the Present Perfect (GSE 29 – A1).
- Use the Present Perfect with *for* and *since* to talk about a duration of time (GSE 54 – B1+).

Resources:

- SB: page 18; Grammar Reference page 70
- Online resources: Photocopiable resource 29

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the photos and make sure students understand *web designer* and *lifeguard*. Students work in pairs to talk about the different jobs and their preferences. Elicit feedback from the class. You could hold a class vote to see which job is the most popular.

Answers

Students' own answers

PRESENTATION (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Tell students they should be able to guess which sentence matches which photo without listening to the recording. Ask students to identify the Present Perfect in sentences a–c (*'ve been*, *'ve loved*, *haven't had*). Students work individually to match the sentences with the photos, then compare their answers in pairs. Play the recording and check answers with the class.

Answers

a 3 b 2 c 1



Audioscript 7.2

T = Talal A = Ali F = Fawzi

1

T: My dad worked for the same company for forty-five years. But ... nowadays it's hard to have a job for life. I've had sixteen jobs since I left school. I've worked as a tour guide, a waiter, a driver ... I've been self-employed since January. I've always been good with computers so now I'm a freelance web designer. The best thing about the job is that I can work at home. At the beginning, I didn't have many clients but I've been really busy recently. I'm my own boss but I haven't had a good break for weeks. I haven't made much money yet but things are looking good.

2

A: I've loved Japan since I was a little kid, so when I finished my studies in Jordan, I came to work here. That was three years ago. At first, I taught Arabic. Then I worked in a hotel as a receptionist. That's where I really learned to speak Japanese. After that I got a job in a multinational company. I've worked here for ten months already; it's very different from home. It's interesting but I don't like everything. For a start, we work very long hours. I haven't had a holiday since I started!

3

F: When I left university, I decided to leave Dubai to go travelling. So, for the last fifteen months I've been a citizen of the world. I've served drinks in a café in Spain. I've taught Arabic in Italy and I've delivered pizzas on a motorbike in Germany. I've been in Australia since November and I've been a lifeguard on Bondi Beach for the last two weeks. I don't know when I'll go back to Dubai and get a 'proper' job. Maybe I won't. The thing is I haven't seen my family for a long time and I miss them.

2

(T-S, S-S, S-T) Exercise 3. Go through the Grammar box and *Watch Out!* box with the class. Ask students questions about the sentences in Exercise 2 to check understanding of *for* and *since*, e.g. *When did Fawzi move to Australia?* (in November) *How long is it since Ali had a holiday?* (weeks)

Refer students to the Grammar Reference section on page 70 for more information.

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Go through the example with the class and point out that students should write their answers in complete sentences. If possible, students can write the answers from memory. Otherwise, play the recording once or twice more for students to write their sentences. Check answers with the class.

Answers

- 2 He's had his current job since January.
3 He's worked in Japan for three years.
4 No, he hasn't had a holiday since he started that job/for ten months.
5 He's been away from Dubai for fifteen months.
6 He's been a lifeguard for two weeks.

PRODUCTION (10 minutes)

- 1 (T-S, S-T) Exercise 5. Go through the example with the class and point out that students should write their answers in complete sentences and their answers should contain the Present Perfect and *for*, *since* and *How long*. The meaning of the sentences should remain the same. Students work individually to write their answers. Check answers with the class. If you have time, ask students to write sentences about themselves using *for* and *since*. They then share and discuss their sentences in pairs or small groups.

Answers

- 2 I've worked here for four months.
3 How long have you been a teacher?

2

(T-S, S-S, S-T) Exercise 6. Students work in pairs. Refer students to the rubric. Allow students time to ask and answer questions using *How long* and the prompts in the box. Share examples as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to list as many dangerous jobs as they can. Start Lesson 3A by eliciting their ideas on the board. When they do Exercise 1, they compare the list in their books with the one on the board.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 29 to use.

07 LESSON 2B GRAMMAR (WB)

OVERVIEW

Objectives:

- Use the Present Perfect with *for* and *since* to talk about a duration of time (GSE 54 – B1+).

Resources:

- SB: page 18
- WB: page 14

WARM-UP (5 minutes)

(T-S, S-T) Ask students some questions in the Present Perfect, encouraging them to answer in complete sentences, e.g. *How long have you lived here? Have you done your homework yet? How long have you been a student at this school? Have you ever driven a car?*

PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class and point out that one sentence in each pair can be completed with *for* and one with *since*. Students work individually to complete the sentences. Check the answers as a class, encouraging students to justify their responses.

Answers

- 1** b since
2 a since b for

- 2** (T-S, S-S, S-T) Exercise 2. Check students understand *make a profit* and *exhausted*. Students work in pairs to complete the text. Check answers with the class. Fast finishers could write some advice for the person in the text about their work situation.

Answers

- 2** since **3** since **4** since **5** since **6** for **7** since **8** for

PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Point out that there are three mini-conversations. Go through the example with the class. Students work individually to write sentences using the prompts, then compare their answers in pairs. They can practise saying the mini-conversations in pairs. To check answers, call on volunteers to read the mini-conversations aloud.

Answers

- 2** We have known each other for two years.
3 We met at a festival.
4 How long has your mum been a doctor?
5 She's been a doctor since 2007.
6 She finished her studies in June of that year.
7 How long has this factory been here?
8 It's been here since 2006.
9 They opened it in the year I was born.

- 2** (T-S, S-S, S-T) Exercise 4. Go through the example with the class. Make sure students understand that they should not change the word in bold. Check answers as a class.

Answers

- 2** have had this **3** have lived in **4** has liked

WRAP-UP (10 minutes)

(T-S, S-S) Students work in pairs and ask and answer questions about members of their family and their job, e.g. *How long has your sister worked ... What year did your dad become ...*

HOMEWORK

Ask students to write up the ideas from the Wrap-up into a short paragraph about their family members. They should try to use the Present Perfect, *for* and *since*.

OVERVIEW

Objectives: Listening

- Understand a radio interview in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Practise pronunciation of question tags (GSE 59–66 – B2).

Vocabulary:

- Dangerous jobs: *construction worker, farmer, firefighter, fisherman, logger, miner, pilot, police officer, skyscraper window cleaner, truck driver*
- Working conditions: *boss, career, company, co-workers, earn, full-time, part-time, pay, take care of, working conditions, working hours*

Resources:

- SB: page 19; Word List page 65
- TB: Culture Notes page 112
- Online resources: Photocopiable Resource 30

WARM-UP (5 minutes)

(T-S, S-T) Ask students what jobs they think they might like to do, then ask whether they consider those jobs to be dangerous. Elicit reasons why people might choose to do dangerous jobs (*to help other people, for the excitement, the salary may be good*).

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Elicit and make a list on the board of as many dangerous jobs they can think of and check students understand *construction, logger, miner, pilot, skyscraper* and *truck*. Students discuss which jobs are the most dangerous and give reasons. Add to their ideas on the board. Ask students whether they would like to do any of these jobs and encourage them to justify their answers.

Suggested answers

construction worker, firefighter, fisherman, logger, miner, pilot, police officer, skyscraper window cleaner, truck driver

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the *Active listening* box with the class. Point out that key phrases could be nouns, adjectives, verbs, phrases, etc., that carry the main meaning. Go through the questions and then play the recording for students to choose their answers. They can check in pairs. To check answers, play the recording again, pausing after each correct answer. You can refer to page 112 of the Teacher's Book for more information about the nine most dangerous jobs in the UK.

Answers

1 a 2 b

Audioscript 7.3



It's five past four and I'm Terri Tait. Now, what do you think is the most dangerous job in the UK? Most people probably think it's police officer or firefighter but according to a recent study, it's neither of those. Nor is it a pilot or a deep-sea fisherman. No, according to last year's official statistics the most dangerous job you can have today in the UK is to be a farmer!

Last year thirty-three agricultural workers died at work. Farming also had the highest accident rate out of all industries at 4.3 percent. Farmers work with dangerous machinery like tractors and with dangerous animals too. If a bull or a cow gets angry, it can kill you.

The second most dangerous industry in the UK is construction. The accident rate was lower than in farming – 3.1 percent. But there were more deaths amongst construction workers – thirty-five people died last year from using dangerous machinery or falling from high buildings.

You're listening to Talk with Terri. And after this commercial break, we're going to meet someone with a dangerous job.

- 2 (S-S, S-T) Exercise 3. Students can try to complete the notes from memory. Play the recording again for students to write down their answers and check in pairs. Check answers with the class, playing the recording again if necessary for students to hear the correct answers.

Answers

2 farmer 3 33 4 4.3 5 construction 6 3.1 7 35

- 3 (T-S, S-S, S-T) Exercise 4. Explain that students will now hear the next part of the same recording. Play the recording once for gist, then again for students to choose their answers. Check answers with the class.

Answer

d

Audioscript 7.4



TT = Terri Tait PP = Pat Pratt

TT: Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.

PP: Thanks, Terri.

TT: How long have you been a truck driver?

PP: For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.

TT: Have you always wanted to be a truck driver?

PP: No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I've always loved driving, so I became a truck driver.

TT: How many countries have you driven in?

PP: I don't know, really. I've never counted but I think I've been in almost every country in Europe.

TT: What's the longest journey you've ever made?

07 LESSON 3A LISTENING AND VOCABULARY (SB)

PP: Last month I drove two thousand two hundred miles from London to Murmansk in the north of Russia ...

TT: Murmansk? That's in the Arctic Circle, isn't it?

PP: That's right. And from there I went to Frankfurt, that's three thousand miles, and then back to London, another two thousand miles. That's over seven thousand miles in total!

TT: Wow! What's the worst thing about your job?

PP: It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, I'm crazy about music, so when I feel lonely, I just play some music and sing to myself.

TT: Do you ever feel afraid?

PP: Yes. It can be dangerous sometimes but I can live with that.

TT: Have you ever had any accidents?

PP: Yes, of course. There are so many crazy drivers around! But so far, I've been lucky. I haven't had any serious accidents. I'm a very careful driver and I really take care of my truck.

TT: What are the working conditions like?

PP: Not great. The hours are long, it's physically hard and truckers don't earn a lot of money. I haven't had a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.

TT: What do you most enjoy about your job?

PP: It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But above all, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to explain the meaning of the words and phrases in the box. If they are unsure, they can use a dictionary to check. Point out that *pay* can be a noun or a verb. Students work in pairs to complete the text. Point out that they may need to change the form of some verbs so that they agree with the subject. Check answers with the class.

Answers

2 boss 3 takes care of 4 co-workers 5 pay 6 earn
7 full-time 8 career 9 working hours 10 company
11 working conditions

WRAP-UP (5 minutes)

(S-S, S-T) Exercise 6. Students should imagine they have a dangerous job. They then read the questions in the Student's Book and think of their answers. In pairs, they ask and answer the questions.

Answers

Students' own answers

HOMEWORK

Ask students to list as many workplaces as they can. Check they understand *workplace* and give a couple of examples (e.g. *school, shop*). Start the next lesson by eliciting their ideas on the board, with books closed. When they do Exercise 1, they check if the list in their books includes any of their ideas on the board.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 30 to use.

OVERVIEW

Objectives:

- Understand the main idea of a radio programme and talk about work (GSE 47 – B1).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

Resources:

- SB: page 19
- WB: page 15

WARM-UP (5 minutes)

(T-S, S-S) Ask students: *Why do people work?* Have a brief class discussion, eliciting as many ideas as possible and writing them on the board (e.g. *to earn money, to do something worthwhile, to help others, to feel useful*).

PRACTICE (5 minutes)

(T-S, S-T) Exercise 1. Check students understand *career prospects* and *salary*. Students work individually to tick the factors that are important to them. Elicit feedback from the class. You could have a class vote to see which factors are the most important to students.

Answers

Students' own answers

PRODUCTION (25 minutes)



1 (T-S, S-S, S-T) Exercise 2. Draw students' attention to the list of words. Ask volunteers to say the words aloud. Ask students what the words have in common (*they all contain the /ɜ:/ sound*). Play the recording several times for students to copy the pronunciation and become confident in saying the words. Go through the *Active Pronunciation* box and elicit other words students can think of that contain the /ɜ:/ sound (*dirty, girl, kerb, certain, yearn*, etc.).



2 (S-S, S-T) Exercise 3. Students work individually to underline words in the sentences that contain the /ɜ:/ sound. They compare their answers in pairs. Check answers with the class.

Answers

1 work **2** work, person **3** surveys **4** working, personal

3 (S-S, S-T) Exercise 4. Students work in pairs to practise saying the words out loud and deciding which word is the odd one out. Check answers with the class. Fast finishers could write three more sets of words containing one odd one out. They swap these with another pair and try to guess the odd one out.

Answers

2 heart **3** hurry **4** worn **5** very

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to look back at the factors they ticked in Exercise 1. Do they still feel the same way or have their ideas changed? Are there any other factors they would like to add to the list?

HOMEWORK

Students write three more sets of words containing one odd one out, as in Exercise 4. At the start of the next lesson, they swap these with a partner and try to guess the odd one out.

07 LESSON 4A VOCABULARY (SB)

OVERVIEW

Objectives: Listening

- Identify where the stress falls in compound nouns (GSE 51–58 – B1+).

Vocabulary

- Sections of the economy and workplaces: *agriculture, ambulance, bank, building site, construction, corner shop, department store, design studio, doctor's surgery, education, factory, farm, finance, fish farm, fishing, fishing boat, food processing plant, forestry, garage, hair salon, health care, IT, laboratory, library, manufacturing, mine, mining, nursery, office, oil platform, sales, sawmill*
- Jobs: *bike courier, building engineer, car mechanic, estate agent, flight attendant, hairdresser, lawyer, librarian, nurse, paramedic, personal secretary, politician, receptionist, sales manager, shop assistant, social worker, surgeon, tour guide*
- To work... : *as, at night, for, from home, from 9 to 5, in a team, in, hard, long hours, part-time/full-time, to a deadline, under pressure*

Resources:

- SB: page 20; Word List page 65
- Online resources: Photocopiable Resource 31

WARM-UP (5 minutes)

(T-S, S-T) Have a class brainstorm of all the vocabulary students can think of related to work. Write their ideas on the board under headings such as *industry, workplace, people, verbs, adjectives*.

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Go through the encyclopaedia entry with the class and check they understand everything. Students work in pairs to match the workplaces with the sectors. Check answers with the class. As an extension, students can add the words from the board in the Warm-up to their lists.

Suggested answers

Production of raw materials: fish farm, mine
Processing: building site, food processing plant
Services: ambulance, bank, corner shop, garage, hair salon, nursery

- (S-S, S-T) Exercise 2. Students work in pairs to talk about the workplaces. Encourage them to ask follow-up questions to find out more, e.g. *Why wouldn't you like it? What would be so bad? Is it because it would be really hot?* Ask one or two students to tell the class what their partner said.

Answers

Students' own answers

- (S-S, S-T) Exercise 3. Students work in groups and check any jobs they do not know in a dictionary. They note down any more jobs they can think of. Ask students to call out the extra jobs they thought of, and write them on the board.

Answers

Students' own answers

- (S-S, S-T) Exercise 4. Play the recording for students to listen and repeat the words. Repeat the recording for several times until students are confident with the pronunciation.



Audioscript 7.7

agent
courier
assistant
engineer
librarian
paramedic

- (T-S, S-S, S-T) Exercise 5. Draw students' attention to the underlining in the words in the box in Exercise 3. They work in pairs to try to decide where the words fit in the table given in Exercise 4. Play the recording for students to check their answers. Then play the recording again for students to repeat and gain confidence.

Answers

Oo	lawyer, surgeon
Ooo	hairdresser, manager
oOo	mechanic, attendant
ooO	–
oOoo	receptionist
ooOo	secretary, politician

Audioscript 7.8

agent, lawyer, surgeon
courier, hairdresser, manager
assistant, mechanic, attendant
engineer
librarian, receptionist
paramedic, secretary, politician



PRACTICE (10 minutes)

(S-S, S-T) Exercise 6. Students work in pairs to talk about the jobs in Exercise 3. Monitor as students are working and offer support as necessary. You may want to note down any errors with the use of the collocations for a feedback session at the end. Fast finishers can work in pairs or small groups, and take it in turns to describe a job from Exercise 3 for their partner/group to guess, e.g. *This person looks after people on a plane* (flight attendant). They can use phrases in the yellow box to help them.

Answers

Students' own answers

PRODUCTION (10 minutes)

- 1 (S-S, S-T) Exercise 7. Students work in pairs to describe people they know. If they would rather not talk about friends and family, they could talk about someone famous or a fictional person. Ask one or two students to share their ideas with the class.

Answers

Students' own answers

- 2 (S-T) Exercise 8. Using information from Exercise 7, students make a short presentation about someone they admire to the rest of the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to bring in photos related to teamwork, i.e. showing people working together.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 31 to use.

07 LESSON 4B VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand a range of collocations about jobs and workplaces (GSE 51–58 – B1+).

Vocabulary:

- Workplaces and jobs: *agriculture/farm/farmer, construction/building site/building engineer, education/school/teacher, finance/bank/bank worker, fishing/fishing boat/fisherman, health care/hospital/nurse, manufacturing/factory/factory worker, mining/mine/miner, sales/department store/shop assistant*

Resources:

- SB: page 20
- WB: page 16

WARM-UP (5 minutes)

(T-S, S-T) Do a brief class revision session by asking questions about work, e.g. *Who works in a school?* (a teacher), *What industry does a shop assistant work in?* (sales), *Where does a miner work?* (in a mine).

PRACTICE (25 minutes)

- 1 (S-S, S-T) Exercise 1. Students work in pairs to complete the table. Check answers with the class.

Answers

2 nurse 3 miner 4 manufacturing 5 education 6 finance
7 building site 8 agriculture 9 fisherman
10 department store

- 2 (T-S, S-S, S-T) Exercise 2. Check students understand *operations* and *guests*. Students work individually to match the jobs to the people, then compare their answers in pairs. Check answers with the class.

Answers

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

- 3 (S-S, S-T) Exercise 3. You could make this into a race, with pairs competing to match 1–8 with a–h. Once one pair believe they have finished, they come to the front of the class and write their answers on the board. Go through the answers with the class to check whether they are correct.

Answers

1 c 2 e 3 b 4 a 5 g 6 f 7 h 8 d

- 4 (T-S, S-S, S-T) Exercise 4. Go through the example in the box and point out that students do not need to change the form of the phrases in the box. Students work individually to rewrite their sentences, then compare with answers in pairs. To check answers, read out the original sentence and ask a student to read out their matching rewritten sentence.

Answers

2 in a team 3 from home 4 works hard

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Students work individually to write about the type of industry they would like to work in, then swap their work with a partner. They should check each other's work, saying what they like about it as well as areas that can be improved.

Answers

Students' own answers

WRAP-UP (5 minutes)

Draw students' attention to questions 2 and 3 in Exercise 4. In small groups, students discuss whether they prefer working on their own or in a team, and whether they would prefer to work in an office or from home. Elicit ideas from the class.

HOMEWORK

Tell students to copy the table from Exercise 1 and try to think of more industries, jobs or workplaces they could write in the table. Point out that organising vocabulary in a table format like this can be a useful learning and revision tool.

OVERVIEW

Objectives: Speaking

- Discuss working on your own and as part of a team (GSE 67–75 – B2+).
- Describe photos using the Present Perfect and Present Continuous (GSE 67–75 – B2+).

Vocabulary:

- Describing photos: *at the bottom/top, I think, in the foreground/centre/background, it looks, it looks like, it's hard to say, but..., it's really, it's quite, on the right/left, perhaps/maybe, there might be, there's some, they look, they're, they've just, this photo shows*

Resources:

- SB: page 21; Word List page 65

WARM-UP (10 minutes)

- (T-S, S-T) Ask students when they work on their own and when they work as part of a team. Write their ideas on the board.
- (S-S, S-T) Exercise 1. Monitor as students work in groups and offer support as necessary. Take feedback from the class and elicit students' reasons for their answers.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Go through the questions with the class and make sure they understand what they need to do. Play the recording once for students to get the gist, then a second time for students to write their answers. Check answers with the class.

Answers

- 1 a secretary and her boss
- 2 because he hasn't got an Internet connection, so he can't see them
- 3 the skydivers
- 4 in the sky above some countryside or town, probably somewhere in Britain or Ireland, perhaps Scotland
- 5 that it's not bad



Audioscript 7.9

M = Maha MrB = Mr Bager

- M:** Hi, Mr Bager. It's Maha here. I'm just calling to see if you saw the photos.
- MrB:** Photos? What photos?
- M:** The photos for the motivational poster for your office. You asked me to make a selection and to send them to you. I've just sent you an email with three photos in an attachment. Have you seen them?
- MrB:** Oh, no, I'm sorry, Maha. I'm playing golf. There's no Internet connection here so I haven't seen the photos. Can you describe them to me?
- M:** OK. Well the first one shows a large group of skydivers. They ...

MrB: Sorry, did you say skydivers?

M: Yes, that's right.

MrB: OK, go on.

M: So, in the centre of the photo there's a big group of skydivers. There might be forty or fifty of them. They've just jumped out of a plane but they haven't opened their parachutes yet so they're falling down. They're wearing brightly-coloured suits – red, yellow, blue – and they're all holding hands, or trying to hold hands. In the background, far below the people, there's some countryside and a town. It's very green. It looks like Britain or Ireland. Perhaps it's Scotland. This photo looks quite cool. It's really colourful. I like it.

MrB: What's the caption? What does it say?

M: It's a quote from Henry Ford. It reads 'Working together is success.'

MrB: OK, not bad. What's the second photo like?

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class, then tell students to work in pairs and try to predict what words could complete the sentences. Then play the recording for students to complete their answers. Check answers with the class.

Answers

2 the background 3 might, maybe 4 to say

Audioscript 7.10

M = Maha MrB = Mr Bager

MrB: ... not bad. What's the second photo like?

M: It shows some young people in a boat. In the background, you can see some trees so they might be on a river or maybe it's a lake. In the boat there are some big strong men – it's hard to say how many but I think there are eight – and one small man – he's wearing a cap. The boat seems very small and thin and the men are all wearing the same shirts. They look like a rowing team. I think they've been in a race. They've just stopped rowing and they seem very happy – some of them are holding their arms up – so perhaps they've won the race. I love this one. It looks really fantastic. The caption is a quote from Helen Keller. It reads 'Alone we can do so little, together we can do so much.'

MrB: Yeah, that sounds good. I like it.

M: The third photo shows some people in an office ...

MrB: No, that's no good. Get the one with the rowing team. Thanks, Maha.

PRODUCTION (10 minutes)

(S-S, S-T) Tell students to work in groups and share the photos of people working together they found for homework after Lesson 4A. They take it in turns to describe the photos they have brought in, using phrases from the Speaking box. Elicit some descriptions from the class.

Answers

Students' own answers

07 LESSON 5A SPEAKING (SB)

WRAP-UP (5 minutes)

Show students a photo of people volunteering that you have brought in. Ask them to suggest sentences to describe what the people in the photo are doing. Encourage students to use phrases from the Speaking box.

HOMEWORK

Ask students to find interesting quotes or memes about volunteering. Start the next lesson by getting students to discuss their findings in pairs or small groups, then get brief feedback from the class.

CONTINGENCY PLAN

Ask students to find out more about the activities (or similar activities) in the photos on page 21. Ask *Who are they? What do you like or dislike about it? Can you / Will you / Would you like to do it? Why / Why not?*

OVERVIEW

Objectives: Reading

- Understand facts and opinions in a text about volunteering (GSE 51–58 – B1+).

Vocabulary:

- Volunteering: *care about something, getting paid, NGOs, voluntary tourism, volunteer, volunteering, work for nothing*

Resources:

- SB: pages 22-23; Communication page 75
- TB: Culture Notes page 112

WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Draw students' attention to the photo and the quote on page 23. First, ask students to describe what they can see (*some volunteers, a forest, etc.*). Then ask students to work in groups and to read the quote and discuss what it means. Elicit answers from groups.

Suggested answer

The quote means that if you help other people and are selfless, you will understand more about yourself and will learn a lot.

PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Explain that we can learn a lot about a text just by reading the title, and the first and last paragraph – it is not always necessary to read every word. Students work individually to decide whether the statements are true or false. Check answers with the class. Fast finishers can rewrite the false statements to make them true.

Answers

1 F 2 T 3 T 4 F

PRACTICE (10 minutes)



(T-S, S-S, S-T) Exercise 3. Check students understand *talks, meetings* and *non-governmental organisations*. Students work individually to read the text carefully. They can work in pairs to choose their answers. Check answers as a class, encouraging students to justify their answers. You can refer to page 112 of the Teacher's Book for more information about International Volunteer Day.

Answers

1 c 2 c 3 c

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Go through the example with the class and point out that the verbs in the box collocate with the words in the sentences. Students work in pairs to complete the sentences. Check answers as a class. Students then ask and answer the questions in small groups. Monitor the discussions, offering support as necessary and paying attention to any errors in the use of collocations.

Answers

2 a make b get c find d make
3 done

- 2 (T-S, S-S, S-T) Exercise 5. Go through the instructions with the class and make sure students understand what they need to do. Give students time to prepare their role as described on page 75, and make notes if necessary to help them. Students then role-play the interview. Monitor and offer support as necessary. Ask one or two pairs to repeat their role-play for the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Exercise 6. Students work in small groups to choose one of the items in the box. Try to ensure that each group is researching a different topic to avoid too much repetition. If there is time, students can begin researching their topic in class.

HOMEWORK

Students complete the research they began during the Wrap-up and prepare their presentations. At the beginning of the next class, groups give their presentations to the class.

CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the pros and cons of doing volunteer work.

07 LESSON 7A WRITING AND VOCABULARY (SB)

OVERVIEW

Objectives: Writing

- Write a job application email: subject, explanation, experience, personal qualities (GSE 59–66 – B2).
- Describe experiences and achievements using the Present Perfect (GSE 59–66 – B2).

Vocabulary:

- Personal qualities: *chatty, cheerful, confident, creative, diplomatic, energetic, enthusiastic, fit, good-looking, good at accepting criticism/solving problems, good at working in a team/group, good with animals/numbers/people, hard-working, healthy, mature, outgoing, patient, polite, punctual, reliable, sociable, smart, strong*

Resources:

- SB: pages 24–25; Word List page 65
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-T) Ask students what part-time jobs they can think of. Write their ideas on the board.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the advert and email on page 24. In pairs, they discuss whether Lubna is a good candidate. Elicit answers from the class and encourage students to justify their answers.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the Writing box with the class. Then give students time to read Jameel's email. Elicit what is wrong with Jameel's email. Write students' ideas on the board. After Exercise 2, students can find the phrases from the Writing box in the email in the Student's Book on page 24.

Suggested answers

Jameel hasn't completed the subject; he has sent it to the wrong email address; he hasn't explained why he is writing; he doesn't give his age or details about his education; the email is too informal; it contains irrelevant information; it doesn't mention any personal qualities that are relevant; it tries to be funny in places.

- 2 (S-S, S-T) Exercise 3. Students work in pairs to rewrite the email, using the ideas from the board and the information in the Writing box. Advise them to use the Graphic Organiser for the unit to help them.

Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 4. Go through the words in the box and check students understand them. They then discuss in pairs which qualities are or are not important to them. Ask volunteers to report back to the class on their discussions.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. If your students need support, have a class brainstorming session before they begin their discussions. Write advantages and disadvantages on the board and add students' ideas under the relevant heading. Students can then refer to this list when they discuss in pairs. Monitor students' discussions and offer support as necessary. Ask one or two pairs to repeat their discussions to the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Students swap their email, from Exercise 3, with a partner, who gives feedback on what they like about the email, as well as things that could be improved.

HOMEWORK

Ask students to study and translate the word list for this lesson.

CONTINGENCY PLAN

Students could do the writing task at home.

OVERVIEW

- The Revision lesson can be set as homework or self-study.

Objectives:

- All language-related objectives from Unit 7.

Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 18-19; Self-Assessment 7 page 17
- Assessment: Unit 7 Language Test (Vocabulary, Grammar, Use of English)

WRITING

Exercise 8.

Answers

Students' own answers

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 2 career (the other words are all people)
 3 babysitter (you need qualifications for the other jobs)
 4 factory (the other words are all people)
 5 company (the others are economy sectors)
 6 prospects (the others are adjectives)

Exercise 2.

Answers

- 1 a 2 e 3 c 4 i 5 d 6 b 7 g 8 f 9 h

Exercise 3.

Answers

- 2 apply 3 consider 4 look 5 get 6 have 7 earn
 8 do 9 work 10 be

Exercise 4.

Answers

- 2 has been
 3 've only worked
 4 lost
 5 Have you ever had
 6 hasn't opened
 7 have you had
 8 've already had

Exercise 5.

Answers

- 1 long 2 for 3 last 4 ever 5 haven't 6 always
 7 never 8 since 9 ago 10 yet 11 just 12 yet
 13 already

READING

Exercise 6.

Answers

- 1 a 2 b 3 b

SPEAKING

Exercise 7.

Answers

Students' own answers