

Objectives

Listening

Listening for specific information

Grammar

Reported speech

Reading

Reading for gist and for specific information

Critical thinking

Understanding the importance of knowing a foreign language and being able to use the internet

Functions

Asking and answering interview questions

Writing

Writing a job description

UNIT 12

People at work

OBJECTIVES

- Listening** Listening for specific information
- Grammar** Reported speech
- Reading** Reading for gist and for specific information
- Critical thinking** Understanding the importance of knowing a foreign language and being able to use the internet
- Functions** Asking and answering interview questions
- Writing** Writing a job description

Listening

1 Discuss these questions in pairs.

- What jobs are the people in the pictures doing?
- Which of these jobs would you most like to do? Why?

2 Listen and number the five speakers in the order you hear them.



fireman



baker



flight attendant

3 Listen again. Are these sentences True or False?

- The baker gets up at three o'clock in the morning.
- After he has finished making bread, he makes cakes.
- The cleaner only works in the evenings
- She cleans and tidies peoples' desks.
- The fireman spends a lot of time at road accidents.
- The flight attendant enjoys staying in hotels in other countries.
- The carpenter started work at the age of 13.
- He learnt everything he knows from his grandfather.



cleaner



carpenter

4 Discuss this question in pairs.
Are there any jobs that you would not enjoy doing?

WORKBOOK PAGE 71

LESSON 1

Before using the book:

- Find out how many jobs the students can name in English. Remind them that many words for jobs end in *-er*, *-or* or *-ist*. Encourage them to

say what they would like to be when they leave school.

Listening

1 Discuss these questions in pairs.

- 1 Focus attention on the first set of photographs of jobs. Put the students into pairs and ask them to discuss the questions about the pictures.
- 2 Encourage them to report back to the class on their answers.

2 Listen and number the five speakers in the order you hear them.

- 1 Focus attention on the second set of illustrations of jobs and make sure that everyone understands what the jobs are.
- 2 Tell the students that they are going to listen to each of these people talking about their jobs. All they have to do at this stage is number the pictures in the order they hear them.
- 3 Play the recording or read the script, and ask the students to number the pictures. You may need to play or read it more than once. Check answers with the class.

Answers:

- | | |
|--------------------|-------------|
| 2 cleaner | 3 fireman |
| 4 flight attendant | 5 carpenter |

TAPESCRIPT

Narrator: 1

Baker: *I get up very early in the morning – about four o'clock, and I don't finish until three o'clock in the afternoon, but I really love my job. I work in my own street, so I don't have to travel far to get to work. The first thing I do when I get here is to turn on the ovens, so that when the bread is ready, the ovens are the right temperature. Mixing the flour and water together takes a long time, and when I finish that I put the new loaves into tins and then put them in the oven. By eight o'clock my shop is full of warm bread ready for my customers to buy. The rest of the day, I make cakes.*

Narrator: 2

Cleaner: *I do most of my work when other people are at home. Some weeks I work in the evenings and some weeks I work in the early morning. I must finish my work before the office workers arrive. It would be impossible to do my job when everyone was working. I clean the floors and the toilets and I empty all the bins. I don't touch anything on the desks, even if they are very untidy. It's not a bad job, but it is quite tiring.*

Narrator: 3

Fireman: *Of course, it's a very dangerous job sometimes, but we don't spend all our time in burning buildings. Most of our work is going to road accidents, usually when people must be cut out of their vehicles. I have never been badly injured but some of my friends have. Last year, my best friend died in a fire in a block of flats. When I'm working, I don't think about the dangers, because I'm too busy rescuing people – but later, at home, I think about what I've done. That can be very frightening.*

Narrator: 4

Flight attendant: *I mainly work on international flights. This month it's Egypt to China and Japan. Last month all my flights were to the States. It can be a tiring job, but it's usually interesting. There are always lots of things to do, like getting passengers drinks and serving food. I enjoy talking to the passengers. The only part of my job I don't like is staying in hotels in other countries. Next year I'm going to be on national flights – so I'll only have to fly to other towns and cities in Egypt.*

Narrator: 5

Carpenter: *I've done this job since I left school when I was 13. I worked as an apprentice for my grandfather, who had a workshop at the end of our street. I learnt everything from him. The first thing he taught me was how to cut wood neatly with a saw. Now most of my work is repairing things in people's houses, like doors and windows, stairs and floors, but sometimes someone asks me to make a table or chair – and that's what I really enjoy doing.*

3 Listen again. Are these sentences True or False?

- 1 Go through the statements with the class before you play the recording again so that the students know what information to listen out for.
- 2 Play the recording or read the script, pausing after each speaker if necessary so that the students have time to jot down their answers.
- 3 Check answers with the class. Ask them to correct the false statements in their copybooks.

Answers:

- a F (He gets up at four o'clock.)
- b T
- c F (Some weeks she works early in the morning.)
- d F (She doesn't touch the desks.)
- e T
- f F (She doesn't enjoy staying in hotels in other countries.)
- g T
- h T

4 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question. Tell them they must give reasons for their answers.
- 2 Go round the class, monitoring, encouraging and helping with vocabulary.
- 3 Ask any confident students to talk to the class about their ideas.

Students' own answers

WORKBOOK page 71

1 Complete these sentences with jobs.

- 1 Remind the students of the jobs they talked about in the Student's Book. Ask them to use the seven jobs in the box to complete the sentences.
- 2 Check answers with the class by asking different students to read the completed sentences aloud.

Answers: _____

- b fireman
- c baker
- d architect
- e carpenter
- f dentist
- g cleaner

2 Which two words in each sentence in Exercise 1 helped you to answer?

- 1 This exercise aims to help students to notice language. Ask them to work individually and identify two words in each sentence that helped them to decide which job went in the gap.
- 2 Check answers with the class.

People at work

1 Complete these sentences with jobs.

architect baker carpenter cleaner dentist
fireman ~~flight attendant~~

- a The flight attendants were busy because the plane was full of passengers.
- b The _____ rescued two old people from the burning flat.
- c The bread that our _____ makes always tastes very good.
- d A famous _____ designed my house.
- e A _____ is going to make us a new cupboard for our kitchen.
- f If your tooth hurts, you should go and see a _____.
- g At the end of the day, the _____s sweep the floor and wash the cups.



2 Which two words in each sentence in Exercise 1 helped you to answer?

- a plane, passengers _____ e _____
- b _____ f _____
- c _____ g _____
- d _____

3 Match to make sentences.

- a As soon as he arrives at work, _____
 - b It takes him a long time to _____
 - c His shop is full of warm bread _____
 - d When people are in the office, _____
 - e Firemen who go to road accidents _____
 - f Although her job can be very tiring, _____
 - g The old man started his job _____
 - h What he really enjoys _____
- 1 by eight o'clock in the morning.
 - 2 it's impossible for the cleaners to do their jobs
 - 3 is making furniture.
 - 4 must sometimes cut people from their cars.
 - 5 mix the flour and water.
 - 6 the baker turns on the ovens.
 - 7 the flight attendant enjoys what she does.
 - 8 when he was 13 years old.

Answers: _____

- b rescued, burning
- c bread, makes
- d designed, house
- e make, cupboard
- f tooth, hurts
- g sweep, wash

3 Match to make sentences.

- 1 Remind the students that they listened to five people talking about their jobs in the Student's Book. Explain that these sentences refer to those jobs. Ask them to work individually to match up the two halves of the sentences.
- 2 Check answers with the class by asking different students to read out the complete sentences.

Grammar Reported speech

GRAMMAR REVIEW PAGE 131

- 1 Read these sentences from the listening text. What tense are the bold verbs?
- a He said that the first thing he did when he **got** there **was** to turn on the ovens. *past simple*
 - b She said that she **didn't touch** anything on the desks.
 - c He said that he **had never been** badly injured, but the year before his best friend **had died** in a fire.
 - d She said that the only part of her job she **didn't like** **was** staying in hotels.
 - e He said that the first thing his grandfather **had taught** him **had been** how to cut wood.

- 2 Discuss, then listen and answer in pairs.
- a The sentences in Exercise 1 report what the speakers said. What did the speakers say? *"The first thing I do when I get here is to turn on the ovens."*
 - b Listen to the speakers again to check your answers.
 - c What are the differences between the sentences in Exercise 1 and Exercise 2a? Think about the following:
 - the bold verbs in Exercise 1.
 - pronouns and adjectives like *my*.
 - time and place phrases like *here*.

- 3 In groups of three, ask each other these questions, then report the answers.
- a What's your favourite drink?
 - b What's your favourite snack?
 - c Where did you go for your last holiday?

- 4 Now make up some more questions to ask each other, and report the answers.



FOCUS ON GRAMMAR

Reported speech

- Use reported speech to talk about what someone says without using their words: *He said that he was bored.*
- We usually move verb tenses one step back (present to past, past to past perfect, etc.).
- We often change pronouns, too.
- Use *if/whether* to report *yes/no* questions and change word order.

Can I help you? → *He asked if/whether he could help me.*



WORKBOOK PAGE 72

Answers: _____

- b past simple
- c past perfect
- d past simple
- e past perfect

2 Discuss, then listen and answer in pairs.

- 1 Go through the example with the whole class first. Then put the students into different pairs. Ask them to look back at the other sentences in Exercise 1 and write down what the speakers actually said.
- 2 As the students do this, go round giving extra help where needed. Then play the recording or read the tapescript again for them to check their answers before you move on to the next stage of the exercise. It is important to make sure that everyone has the correct wording of what was actually said so that they can make a comparison with the reported speech sentences in Exercise 1.
- 3 Ask the students, still working in their pairs, to answer question c. Go round, giving help where necessary. Check answers with the class. There is more on reported speech in the Focus on Grammar box and the Grammar Review on page 131.

Answers: _____

- a and b
- b I don't touch anything on the desks.
- c I have never been badly injured, but last year, my best friend died in a fire.
- d The only part of my job I don't like is staying in hotels.

Answers: _____

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

LESSON 2

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Grammar

Reported speech

1 Read these sentences from the listening text. What tense are the bold verbs?

- 1 Ask the students to work in pairs and discuss what tenses the verbs in bold are.
- 2 Check answers with the class.

- e The first thing he taught me was how to cut wood.
- c The bold verbs in the reported sentences are one tense back from the actual verbs used: present simple becomes past simple; past simple becomes past perfect. Pronouns and adjectives change from *my* to *his/her*, etc. Time and place phrases change to reflect the reporter's location and the time when the reporter is actually speaking, so *last year* becomes *the year before*.

TAPESCRIPT

- a *The first thing I do when I get here is to turn on the ovens. (given)*
- b *I don't touch anything on the desks.*
- c *I've never been badly injured, but last year, my best friend died in a fire.*
- d *The only part of my job I don't like is staying in hotels.*
- e *The first thing my grandfather taught me was how to cut wood.*

3 In groups of three, ask each other these questions, then report the answers.

- 1 Go through the example speech bubble with the class and ask the students to notice how the answer to the question is reported in the second conversation. Get three confident students to act out the dialogue for the class.
- 2 Put the students into groups of three and tell them to ask each other the three questions. They should take turns to be the person who asks the question, the person who answers it and the person who says *What did he/she say?*
- 3 Go round as the students are working, checking that they are reporting the answers to the questions correctly.
- 4 Ask the students to make up some more questions and report the answers.

Answers: _____

- a What did he/she say? He/She said that his/her favourite drink was ...
- b What did he/she say?
He/She said that his/ her favourite snack was ...
- c What did he/she say?
He/She said he/she had been to ... for his/her last holiday.

4 Now make up some more questions to ask each other, and report the answers.

- 1 Give students time to think of some questions to ask and to write these down.
- 2 In groups of three, students follow the same procedure as Exercise 3, but use the questions they have written.
- 3 Ask a few students to report any interesting answers.

UNIT 12

1 Report Mohamed's answers to the interviewer's questions.

Interviewer Can you tell me where you live, Mohamed?
Mohamed Yes, I live near to Alexandria.

a Mohamed said that he lived near to Alexandria.

Interviewer And what are you doing at the moment?
Mohamed I'm working for a computer repair company.

b He said.

Interviewer Can you drive?
Mohamed Yes, I must drive for my work. I have my own car.

c _____

Interviewer Do you work at weekends?
Mohamed I sometimes work on Saturday mornings.

d _____

Interviewer Why do you want to change jobs?
Mohamed I want to do something more interesting.

e _____

Interviewer What about money?
Mohamed I'm getting married soon, so I'm saving to buy a flat.

f _____

Interviewer When could you start working here?
Mohamed I'm leaving my job at the end of this week. I could start next week.

g _____

2 What did the people say?

a Hussein said he enjoyed being a baker.

I enjoy being a baker.

b He said that his father had taught him to make bread.

My

c Hussein said that he was making special cakes the following day.

d He said that one of their ovens had been repaired the month before.

e He said that his wife and children often helped him to mix the flour and water.



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WORKBOOK

page 70

1 Report Mohamed's answers to the interviewer's questions.

- 1 Go through the example with the class and then ask the students to report the remaining answers individually. You may need to point out that the present continuous follows the same rule as the other tenses: it moves one tense further back in the past and becomes the past continuous when reported.
- 2 Allow the students to compare their sentences in pairs. Then check answers with the class by asking different students to read out their answers.

Reading

1 FOCUS ON VOCABULARY

Check the meaning of the bold words in your dictionary.

- a What university **course** will you do?
- b How could you **improve** your English?
- c What **qualifications** do you have?
- d Is it easier to **translate** from Arabic into English or English into Arabic?



UNIT 12

2 Now ask and answer the questions from exercise 1 with a partner.

3 Read this magazine interview and do the following.

- a Complete the interviewer's questions.
- b Read the interview again and answer these questions with a partner.
 - 1 How many hours a weeks does she work? **48 hours**
 - 2 Why did Leila apply for this job?
 - 3 Does she have to work on 6 October?
 - 4 What did she do when she started this job?
 - 5 What does she have to do now?

4 Ask your partner these questions and use the bold words to answer.

- a How long does Leila work? **hours/day** *She works eight hours a day.*
- b How much time do you spend at school? **hours/day**
- c How many days are you at school? **days/week**
- d How many weeks' holiday do you have? **weeks/year**

5 Discuss this question in pairs.

If you had your own company, what kind of company would you choose? Why?

Samira ① (Name of company) Who **do you work for**?

Leila *One World Travel.* It's one of the biggest travel **companies** in the country.

Samira ② (Reason for wanting job) Why **.....**?

Leila I applied for the job there because I wanted to work for a modern company that works with **foreign** companies. The company also said they would **train** me.

Samira ③ (Qualifications) What **.....**?

Leila I had to have the **Secondary Education Certificate**. I also had to speak and write English.

Samira ④ (Training) What **.....**?

Leila Before I started, the company sent me on a language **course** to **improve** my English and to learn to **translate** Arabic into English and English into Arabic. I was also taught to use the internet.

Samira ⑤ (Hours of work) How many **.....**?

Leila I work eight hours a day, six days a week, starting on Saturday and finishing on Thursday.

Samira ⑥ (Holiday) How much **.....**?

Leila I have three weeks' holiday a year, and I have all the national holidays.

Samira ⑦ (Work at first) What **.....**?

Leila When I started, I spent a week finding out what other people in the company did.

Samira ⑧ (Work now) What **.....**?

Leila Now I write emails and I answer telephone calls from other countries. Sometimes I also have to translate letters from English into Arabic.

Samira (Like) Do **.....**?

Leila ⑨, I really enjoy my job. I enjoy meeting and talking to **customers** from all over the world.

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reported speech back into direct speech.

2 Check answers with the class by asking different students to read out their answers.

Answers: _____

- b My father taught me to make bread.
- c I'm making special cakes tomorrow.
- d One of our ovens was repaired last month.
- e My wife and children often help me to mix the flour and water.

LESSON 3 SB page 73

Reading

1 Check the meaning of the bold words in your dictionary.

1 Tell the students that, later, they are going to read an interview with someone who works for a travel company. Explain that the words focused on in this exercise will occur in the interview. Ask them to use their dictionaries to do the exercise.

2 Put the students into pairs to ask and answer the questions.

3 Check answers with the class.

Answers: _____

- a **course:** a series of lessons about a subject
- b **improve:** to become better, or to make something better
- c **qualifications:** examinations that you have passed at school or university
- d **translate:** to change speech or writing from one language to another.

Answers: _____

- b He said that he was working for a computer repair company.
- c He said that he had to drive for his work and that he had his own car.
- d He said that he sometimes worked on Saturday mornings.
- e He said that he wanted to do something more interesting.
- f He said that he was getting married soon, so he was saving to buy a flat.
- g He said that he was leaving his job at the end of the week, so he could start the following week.

2 What did the people say?

1 Go through the example with the class, then ask the students to work individually to turn the

2 Now ask and answer the questions from exercise 1 with a partner.

1 Students read the questions in Exercise 1 and answer them with a partner.

2 Ask a few pairs to share their ideas with the class.

3 Read this magazine interview and do the following.

- 1 Focus attention on the text. Look at the example questions with the class and make sure everyone understands the task. Ask the students to read the text individually and complete the interviewer's questions.
- 2 Allow the students to compare their questions in pairs before checking answers with the class.
- 3 Go through the questions in part b with the class so that they know what information they are looking for.
- 4 Ask the students to read through the interview again to find the answers to the questions. Put the students into pairs to answer the questions.
- 5 Check answers with the class, by asking different pairs to read out an answer.

Answers: _____

- a
- 2 did you apply for the job/did you want the job?
 - 3 qualifications have you got?
 - 4 training have you had?
 - 5 hours a week do you work?
 - 6 holiday do you have (a year)?
 - 7 work did you do at first / when you started?
 - 8 do you do now?
 - 9 you like your job?

- b
- 2 Because she wanted to work for a modern company that works with foreign companies, and which will train her.
 - 3 No, because it is a holiday.
 - 4 She spent a week finding out what other people in the company did.
 - 5 She has to write emails and answer telephone calls from other countries. Sometimes she translates letters from English into Arabic.

4 Ask your partner these questions and use the bold words to answer.

- 1 Point out the expression *eight hours a day* in the example and explain that this means for eight hours every day. Elicit that if Leila worked on Mondays and Wednesdays, we could say that she worked two days a week. If she only worked in January, April and June we could say she worked three months a year.
- 2 Ask the students to use the same principle

to answer the other questions using this construction. Put the students into pairs to do the exercise. As they work, go round monitoring and helping as required.

- 3 Check answers by asking different pairs to ask and answer in front of the class.

Answers: _____

- b I spend eight hours a day at school.
- c I'm at school (for) five days a week.
- d I have ten weeks' holiday a year.

5 Discuss this question in pairs.

- 1 Go through the question with the class and make sure everyone understands it. Then ask them to discuss the question in pairs.
- 2 Go round as they discuss, monitoring and helping with vocabulary as required. Get several confident pairs to report back to the class on their ideas.

Students' own answers

LESSON 4

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UNIT 12

Critical thinking

1 Read this quotation from the interview with Leila and answer the questions.

The company sent me on a language course to improve my English and to learn to translate Arabic into English and English into Arabic. I was also taught to use the internet.

- a Why is it important for someone in a travel company to speak English well?
- b Do you think Leila will need to be best at speaking, listening, reading or writing English?
- c Why do you think Leila will need to be able to translate from and into Arabic?
- d How do you think Leila uses the internet in her work?

2 Read these job advertisements and discuss the questions in pairs or small groups.

- a Which job or jobs could you do?
- b Which job or jobs would you like to do?
- c What qualities would you need to get these jobs?
- d Why do you think each job needs someone who can speak English?
- e How might the people doing these jobs use the internet in their work?

3 Think about these questions, then discuss in pairs.

- a What are the advantages of speaking to people in their own language?
- b We can use the internet to learn languages. How else can the internet be used to improve people's lives?
- c Do you think being able to use the internet will become more or less important in the future? Why?

4 Discuss these questions in pairs.

- a What job do you want to do in the future?
- b Will English be useful to you in this job? How?
- c What do you think about the following?

In the future, everyone will need to speak and write English in their jobs.

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Sales Assistant wanted

- Can you work six hours a day at weekends?
- Can you speak English and Arabic?
- Would you enjoy serving customers?

If you can answer **Yes** to these three questions, we might have a job for you. Phone: 07685 564980.

Tourist Guide needed

We need someone to show foreign tourists round our city on three evenings a week.

If you can speak English and enjoy speaking to all kinds of people, this is the job for you. Good pay.

Apply to P.O. Box 178 Cairo.

Swimming pool life guard

We are looking for a student to work for five mornings a week during school holidays. You must ...

- be 16 or older.
- be a strong swimmer.
- be good with people.
- speak good English.

Phone us to discuss the job on

08967 547689

- b She will probably need all four language skills: listening and speaking (for phone calls and meetings), reading and writing (for letters, emails, brochures, etc.)
- c There will be documents/emails, etc. which need to be read by people who know only Arabic and others by people who don't know any Arabic.
- d Some possible uses: to book flights and other travel reservations; to check times; to find accommodation; to research holiday destinations and tourist attractions, etc.

2 Read these job advertisements and discuss the questions in pairs or small groups.

- 1 Ask the students to read the job advertisements. Answer any questions they may have about vocabulary and meaning.
- 2 Read through the questions with the class. Ask the students to work individually to decide their own answers to the questions.
- 3 Have a class discussion in which students put forward their views and ideas.

Suggested answers: _____

- a-c Students' answers
- d The sales assistant needs to speak to customers. The tourist guide and guard need to speak to tourists.
- e The shop assistant may need to order new things for the shop or answer emails. The tourist guide may need to look up information about the opening times and prices of museums, etc. The life guard may not need to use it, unless he/she needed to send emails or buy equipment.

Critical thinking

1 Read this quotation from the interview with Leila and answer the questions.

- 1 Put the students into pairs and ask them to discuss the questions. Give them time to explore their ideas.
- 2 Go round the class, monitoring and helping with vocabulary.
- 3 Ask any confident students to talk to the class about their ideas.

Suggested answers: _____

- a English is an international language spoken by many people as a second language. A person in a travel company would need to speak to people from many countries.

3 Think about these questions, then discuss in pairs.

- 1 Read through the questions with the class and give students time to think and make notes about them individually.
- 2 Put the students into pairs to compare their ideas. Go round, monitoring and helping as they work.
- 3 Ask confident pairs to report back to the class with their answers.

Suggested answers: _____

- a It is easier to communicate, but also easier to understand possible cultural differences. It also leads to respect and mutual understanding.
- b It can help people with their education, research and various skills such as spelling. It can give them access to up-to-date information from anywhere in the world. It can provide access to an increasing range of services, saving travel, money and time.
- c It will probably become more important as more and more people use it.

4 Discuss these questions in pairs.

- 1 Read through the questions with the class, then put the students into different pairs to discuss them.
- 2 Go round as they discuss, monitoring and helping as needed.
- 3 Ask pairs to report back to the class and encourage a class discussion.

Students' own answers



WORKBOOK

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1 Complete the sentences with the correct prepositions. Then listen to check your answers.

- 1 Remind the students about the magazine interview with Leila in the Student's Book. Do the example with the class and then ask the students to complete the exercise.

- 2 Play the recording or read the tapescript for them to check their answers.

Answers: _____

- b in c in d into
- e on f from g with

TAPESCRIPT

- a Leila applied for a new job last week.
- b She was interested in working for a modern company.
- c She would like to work in another country in the future.
- d She's learning how to translate English into Arabic.
- e She starts work on Saturday morning.
- f She answers telephone calls from other countries.
- g She likes the people she works with.

1 Complete the sentences with the correct prepositions. Listen to check your answers.

- a Leila applied for a new job last week.
- b She was interested in working for a modern company.
- c She would like to work in another country in the future.
- d She's learning how to translate English into Arabic.
- e She starts work on Saturday morning.
- f She answers telephone calls from other countries.
- g She likes the people she works with.



2 Write a time phrase for each of the words in bold.

- a That hotel is open **from April to October**.
The hotel is open for seven months a year.
- b I'm at school **from 8 o'clock until 2 o'clock** every day.
I spend _____ at school.
- c **Every day**, we have five lessons.
We have five _____
- d My grandfather only works **on Tuesdays and Wednesdays**.
My grandfather only works two _____
- e **Every year**, my father has **four weeks'** holiday.
My father has four _____

3 Choose the correct answer from a, b, c or d.

- 1 A _____ is someone who visits another country on holiday.
a customer **b tourist** c sales assistant d student
- 2 A _____ is a person who buys things in a shop.
a customer b farmer c sales assistant d translator
- 3 A _____ is a learner at school or university.
a scientist b tourist c foreigner d student
- 4 A _____ helps swimmers who are in danger at the beach or a swimming pool.
a baker b life guard c attendant d dentist
- 5 A _____ is a person who serves in a shop.
a customer b waiter c sales assistant d flight attendant
- 6 To _____ is to change from one language into another.
a inspect b attend c communicate d translate



2 Write a time phrase for each of the words in bold.

- 1 Remind the students of the time expressions *eight hours a day, two days a week*, etc. Go through the example with the class and ask students to use time expressions to complete the other sentences.
- 2 Allow the students to compare answers in pairs before checking the answers with the class.

Answers: _____

- b I spend six hours a day at school.
- c We have five lessons a day.
- d My grandfather only works two days a week.
- e My father has four weeks' holiday a year.

Students' own answers

4 Research the following about a job.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information, which they can complete for homework.



WORKBOOK

1 Complete this description of Ed Fawley's job.

- 1 Ask the students to read the text about Ed Fawley's job and decide which words are needed to complete it.
- 2 Ask the students to complete the text individually. Allow them to compare answers in pairs before checking answers with the class.

Answers: _____

- b school
- c a
- d because
- e move/go

2 Write a description of a person's job in your copybook.

- 1 Go through the instructions with the class. Students could perhaps research information at home about the person they are going to write about. Ask them to make notes in the table about the person they have chosen.
- 2 Ask the students to prepare their descriptions, go round, offering help and encouragement. Remind them that they can use the description of Ed Fawley's job as a model. Encourage them to write a first draft, check their work thoroughly and correct any errors in their final draft.
- 3 Display the finished descriptions in the classroom.

1 Complete this description of Ed Fawley's job.

Ed Fawley is twenty-seven years **a** old. He's from Vancouver in Canada, but at the moment he's working as a teacher in a **b** _____ in Alexandria. He teaches English to Egyptian students. He works very hard. He often teaches thirty-six hours **c** _____ week and spends a lot of time preparing lessons. However, he has two months' holiday a year and all the Egyptian national holidays. Ed first came to Alexandria **d** _____ he wanted to learn Arabic and live in a historic city. He likes his job, enjoys Egyptian life, has many good friends here and loves travelling in the Middle East. In the future, he would like to **e** _____ to Cairo and open a language school there.



2 Write a description of a person's job in your copybook.

- a** Answer these questions about someone you know who has a job. Write short notes.

1 Where is he/she from?	•
2 Where does he/she work?	•
3 What does he/she do there?	•
4 Why did he/she choose to work there?	•
5 How many hours does he/she work a week?	•
6 How much holiday does he/she have?	•
7 What does he/she like about the job?	•
8 What does he/she want to do in the future?	•

- b** Now plan your description using the answers to the questions above. Use the description of Ed Fawley's job as an example.
- c** Write your first draft quickly in 100–120 words.
- d** Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- e** Correct the mistakes, then write the final job description.

Assessment

Listening and Speaking

Target element: reported speech

Tell students that you will say sentences about yourself. Students work in pairs. They must listen carefully and then take it in turns to report what you said to their partner. Go round and monitor their pair work carefully. Suggested sentences are below, with answers in brackets:

My favourite drink is apple juice. (The teacher said that his/her favourite drink was apple juice.)

I work in a school in Egypt. (The teacher said that he/she worked in a school in Egypt.)

Yesterday, I taught year two students. (The teacher said that yesterday he/she had taught year two students.)

The year two students enjoyed the lesson. (The teacher said that the year two students had enjoyed the lesson.)

My family have always worked hard. (The teacher said that his/her family had always worked hard.)

I don't like it when it is very hot. (The teacher said that he/she didn't like it when it was very hot.)

Students could then continue the activity in groups of three in the same way. Again, monitor the activity carefully.

Reading Task

Target element: vocabulary from the unit

Use WB page 72, Ex 1. Ask students to read the completed description. Write the following sentences on the board. Students say if they are true or false (answers below in brackets):

1 Ed Fawley lives in Canada. (False. He lives in Egypt.)

2 He teaches university students. (False. He teaches in a school.)

3 He works more than 36 hours a week. (True. He teaches for 36 hours but also prepares lessons.)

4 He only has two months' holiday. (False. He also has national holidays.)

5 He wanted to work in a modern city. (False. He wanted to work in a historic city.)

6 He enjoys living in Egypt. (True.)

7 In the future, he wants to live in a different place. (True.)

Writing Task

Target element: reported speech and vocabulary from the unit

Use SB page 75, Ex 1. Ask students to report what Ed Fawley said in the interview. They should end up with eight reported sentences. They may need help with sentence 8, which requires them to refer to the original interviewer's question.

Answers:

- Ed Fawley said he worked 36 hours a week.
- He said he liked life in Egypt, that he had good friends here and liked travelling in the Middle East.
- He said he taught English and prepared lessons at the school.
- He said he had two months' holiday and national holidays.
- He said he taught at an English school in Alexandria.
- He said he was/came from Vancouver in Canada.
- He said he would like to open/have a language school in Cairo in the future.
- He said he chose Alexandria because he wanted to learn Arabic and to live in a historic city.