

Unit Overview

Topic: Talking about jobs

In this unit students focus on talking about jobs. In the Conversation, students listen as Dave hires his brother Richard to work at The Rock. They learn how to use modals in How English Works. Students talk about job duties in different Situations. The Communication section has students asking their partners about job responsibilities. In English Out There, students talk about unusual jobs.

Audio CD-2:


Vocabulary Preview	CD 2 track 31	Conversation questions (1-3)	CD 2 track 33
Conversation	CD 2 track 32	How English Works (1-12)	CD 2 track 34
		Situations (1-5)	CD 2 track 35

Warm Up (books closed)

This activity will help the students activate vocabulary about jobs.

Take a quick survey of the class. Find out what students can do. T: *Can you (Who can) fly a plane (sing, dance, speak Russian, cook Chinese food, etc.)? You can demonstrate some of the questions by miming or showing pictures.*

Unit Goals & Vocabulary Preview page 101

- ➊ Go over the Unit Goals with the class.
- ➋ Introduce the vocabulary. T: *Let's look at some vocabulary for skills and ways of saying "yes".*
- ➌  Read the words or play the audio. T: *Let's look at some words about job skills and responsibilities.*
- ➍ Mime, draw, or explain any unfamiliar words. T: *Are there any of these job skills and responsibilities that you don't know?*

- ➎ Have students repeat the words. Emphasize the word stress. T: *Repeat the words: type, send email, use a computer, etc.*
- ➏ Elicit additional words. T: *Can anyone think of other words about things people do at work?*
- ➐ Have the students brainstorm additional words with a partner for 1 minute. Then have the pairs share their new items with the class.
- ➑ Repeat Steps 3 through 7 for **Other skills** and **Saying "yes" (informal)**.

Vocabulary Preview: word stress and other examples

<p>Job skills and responsibilities</p> <p>type</p> <p>send email</p> <p>use a computer</p> <p>manage people</p> <p>attend meetings</p> <p>make budgets</p> <p>make a schedule</p> <p>word process</p> <p>answer the phone</p> <p>write reports</p> <p>Other examples</p> <p><i>develop marketing plans</i></p> <p><i>sell products</i></p> <p><i>follow policies</i></p>	<p>Other skills</p> <p>fix things around the house</p> <p>speak a language</p> <p>ride a bike</p> <p>fly a plane</p> <p>sing</p> <p>draw</p> <p>paint</p> <p>Other examples</p> <p><i>dance</i></p> <p><i>drive a car</i></p> <p><i>play a musical instrument</i></p>	<p>Saying "yes" (informal)</p> <p>No problem.</p> <p>Sure.</p> <p>All right.</p> <p>Yeah.</p> <p>Yep.</p> <p>Other examples</p> <p><i>Okay.</i></p> <p><i>Mm-hmm.</i></p> <p><i>Why not?</i></p> <p><i>Of course.</i></p>
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Conversation page 102

This conversation introduces model language for talking about jobs.

➊ Introduce the activity by asking students questions about the illustrations. Encourage the students to guess. T: *Now turn to page 102. Look at the illustrations. Where are Richard and Dave? [at a cafe/at The Rock] In Frame 1, who is working? [Dave] What are they doing in Frame 8? [shaking hands]*

➋ Set up the situation before playing the audio. T: *Rich is looking for a job. His brother Dave interviews him and offers him a job at the cafe. Let's listen.*

➌ Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice and ask the students to close their books as they listen a second time.*

➍ Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Listen to the questions and circle the correct answers.*

Question 1: *Can Richard help out around the cafe?*

Question 2: *Is Richard a good cook?*

Question 3: *Will Richard start today?*

➎ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

- (a) Yes, he can. (In Frame 2, Richard says, "Maybe I can help you out around here.")
- (b) No, he isn't. (In Frame 6, Dave says, "Well, you can't cook." Richard replies, "Maybe you're right. But I can learn.")
- (b) No, he won't. (In Frame 8, Dave asks, "Can you start tomorrow?" Richard answers, "No problem.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How do you think Richard feels about getting his new job? Do you think Dave will teach him to cook? What do you think will happen next?*

➏ Put the students into pairs and have them practice the Conversation. T: *Read the Conversation with your partner. Then switch characters and read it again.*

Practice Point

Ask students to stand up as they practice.

- Pretend the cafe is very noisy. It's hard to hear your partner. Ask your partner to repeat his or her lines. (Say, "Excuse me."/ "Pardon me."/ "What did you say?")
- Close your books. Try to have a new conversation like this one.

➐ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice again with the substitution words. Hold up your book to show the substitution words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.


Culture Notes

- Work is very important in American culture and people identify themselves by their jobs. If somebody is looking for work, he or she often says, "I'm between jobs."
- Rich shows indirectly that he wants to work for Dave. Instead of asking Dave for a job, he says, "Maybe I can help you out..." (Frame 2).
- Rich says, "I can't cook, but I can learn." This shows his willingness to work.

How English Works page 103

This section focuses on modals.

Checking students knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Statements with “can”

4 Say the example. T: *I can do anything.*

T: *Can you find statements like this in the Conversation?* (Frame 4: I can do that.

Frame 5: I can do that, too. Frame 6: But I can learn! Frame 7: I can work anytime.)

5 Write on the board:

Richard can fix things.

Laura and Luis can solve problems.

T: *What’s the rule? Underline: can fix and can solve.* Say the rule. T: *We use can + Verb to show ability.*

6 Add your own examples, using personal information.

7 Go through the rest of the Rule and the More about it.

Grammar Point 2: Questions with “can”

8 Say the example. T: *Can you wash dishes?*

T: *Can you find this statement in the Conversation?* (Frame 4)

Can you find other questions like this?

(Frame 5: Can you wait on tables? Frame 7: Can you work on weekends? Frame 8: Can you start tomorrow?)

9 Write on the board:

Can Dave cook chicken curry?

Can Richard work on the weekends?

T: *What’s the rule? Underline Can Dave and Can Richard.* Say the rule. T: *For questions, we switch the order of the subject and “can”.*

10 Ask some original questions. (Example: *Can you ski?*)

11 Go through the rest of the Rule and the More about it.

Grammar Point 3: Other modals

12 Say the example. T: *You should learn to cook.*

T: *Can you find a statement like this in the Conversation?* (Frame 6: You can’t cook.)

13 Write on the board:

Dave, you shouldn’t work so hard.
You should ask Dave for a job.

Ask: *What’s the rule? Underline: shouldn’t work and should ask.* Say the rule.

14 Add new examples, using personal information. (Example: *I should exercise more.*)

15 Go through the rest of the Rule and the More about it: have to and must, don’t have to.

Using the grammar

16 Ask the students about their abilities and for some advice.

• questions with “can”:

T: *Can you dance? Can you fly a plane?*

• questions with “should”:

T: *I want to lose weight. What should I do?*

Grammar Guide

Grammar Point 1: There are different meanings of “can”:

(1) Ability: I can fix it.

(2) Permission: Can I bring my friend to the party?

Grammar Point 2: “Know how to” is often used for procedural ability. (“Do you know how to use this software?”)

Grammar Point 3

Other modals also have multiple meanings.

should: (1) advice: You should get a new job.

(2) probability: Where’s Jackie? She should be here by now.

must: (1) necessity/prohibition: You must come to class on time. (2) probability: Where is my key? It must be here somewhere!

Refer the students to Grammar Tables 19-21 on page 119 in the Student Book.

Answers

1. Laura and Luis can solve problems.
2. Richard can’t cook.
3. Dave can’t speak Spanish.
4. Can we bring a friend to the party?
5. Is it okay to smoke here?
6. May I sit here?
7. Can Dave cook chicken curry?
8. Do you know how to get to San Francisco?
9. Do you know how to make bread?
10. You should ask Dave for a job.
11. Frankie, you must bring your homework tomorrow.
12. You don’t have to come to the party at 8 o’clock.

Situations page 104

This activity provides functional language for talking about jobs.

① As a warm up, ask students about the jobs in each illustration. T: *What do you think the jobs are in each frame? What is the job in Frame 1? [grocery store clerk] In Frame 2? [airline baggage handler] What about Frame 3? [an office job/a computer job] What do you think the job is in Frame 4? [guard] Frame 5? [zoo employee/ animal trainer]*

② Put students into pairs to fill in the blanks. T: *Now fill in the blanks with your partner.*

③ Allow about 10 minutes for students to fill in the blanks and then check for questions.

④ Have the students practice the conversations together orally. T: *Now, practice Conversations 1 - 5 with your partner.*

Everyday Expressions

Write the following expressions on the board. If students finish practicing the dialogues early, they can practice again with these substitutions.

Frame 1: What time should I start? = What time do I start?

When can I go home? = When is quitting time?

Frame 2: Can you lift heavy objects? = Are you able to lift heavy objects?

Can you put up with loud noise? = Can you deal with loud noise?

Frame 3: I can learn. = I'm willing to learn.


Frame 4: I have a question. = Can I ask you a question?

Is it okay to smoke? = Is smoking okay?

Frame 5: I love that. = I really enjoy that.

I hate that. = That really bothers me.

⑤ Have students switch A-B roles and read the conversations again.

⑥  Play the audio so students can check their answers. T: *Now listen and check your answers.*

⑦ After students have corrected their conversations, have them cover the words and try to have the conversations again. T: *Now, cover all the words. Try to have the conversations again.*

⑧ Go on to Frame 6. Have students ask their partners about job skills. T: *Now look at number 6. Pretend that you are interviewing your partner. Point out the illustration and make sure students understand what to do.*

T: *Ask your partner about his or her job skills.*

⑨ Elicit some of the skills that students talked about. T: *(Names), what jobs did you interview for? (Name), what can your partner do? Does anyone know how to fix a car?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You are interviewing for a job at a summer camp.*

Situation 2: *You are interviewing someone to work in your restaurant.*

It's okay for students to write out their dialogues. After students have finished, ask a few volunteers to present their dialogues to the class.

Answers

1. A: What time should I start?

B: You should start at eleven p.m. every day. (must)

A: When can I go home?

B: You can go home at seven a.m. (may)

2. A: Can you lift heavy objects?

B: Sure, I can do that.

A: Can you put up with loud noise?

B: Well, I guess so...

3. A: Do you know how to use Image Express?

B: No, I don't, but I can learn.

A: Can you use PowerPoint?

B: PowerPoint? Sure, I can use that!

4. A: I have a question.

B: What is it?

A: Is it okay to smoke?

B: No, of course not. You shouldn't smoke on the job. (can't)

5. A: What do you have to do every day?

B: I have to feed the animals. I love that.

A: Do you have to clean the cages?

B: Yes. I have to do that, too. I hate that.

Communication page 105

In this activity, students play a job game.

① Warm up: Bring in some pictures showing people doing different jobs (car mechanic, doctor, etc.). Ask students about the job skills required for each. T: *What job does this person do? (Hold up a picture.) Right, he's a car mechanic. What job skills does a mechanic need? (Hold up a second picture.) How about this person? What skills does she have?*

② Introduce the main activity. T: *Look at the top of page 105. Think of some yes/no questions to ask about jobs. Read through the sample questions with the class and check to make sure students understand the instructions. T: Write your questions down.*

③ After students have written their questions, have them think of a job title and write it down. T: *Now think of a job. Write down the name. Show the students where to write it.*

④ Put students in groups of 3 - 4 and have them guess each others' jobs. T: *Guess your classmates' jobs. Ask your questions. (Hold up your book and point to the lines for questions in Step 1.) You can ask other questions, too.*

⑤ Walk around the room as students ask questions, helping as necessary.

⑥ After students finish the activity, ask for some feedback. T: *(Name), could you guess your classmates' jobs? What were they? What are their jobs like?*

Optional

Ask students to think of a new job and have the rest of the class ask questions to guess what it is.

Bonus

⑦ Put the students into pairs and introduce the activity. T: *Now, find 5 things you both can do and 5 things you can't do. You may want to elicit skills and abilities from the class and write them on the board in an "idea box."*

⑧ Remind students to write their answers down. T: *Write down the things you can and can't do.*

⑨ Walk around the room, offering help as needed.

⑩ Check the activity: ask the students to point to their partner if he or she can or can't do something. (Examples: ride a bike, swim, cook, draw, sing karaoke, do card tricks, do flower arrangements, ski, snowboard, scuba-dive) T: *Point to your partner if he or she can ride a bike. Give students a minute to respond. T: Point to your partner if he or she can't ride a bike. Give students a chance to find out the answer if they don't know. T: If you don't know, ask.*

Communication expansion

1. Have every student write the name of a job on a piece of paper. Encourage students to write down unusual jobs. Examples: lion tamer, acrobat, astronaut, etc.
2. Collect all the papers and then tape one piece of paper to each student's back (try to make sure the students don't get the job they wrote).
3. Once all students have a job on their back, they should walk around the room and ask each person one question about their job. Example: Do I have to wear a uniform? Do I make a lot of money? Do I work alone?
4. Students should continue asking questions until they guess their job. (Their last question should be, Am I an astronaut/a lion tamer?)
5. Once students have guessed their job they can sit down. Tell the other students that they may still ask seated students questions.
6. If you find that there are a few students left and you are running out of time, ask the class to help them by giving them hints. (Examples: You work with animals. You use a shovel. You wear a hard hat.)

Extension Writing Activity

1. Write 3 or 4 short sentences describing your perfect job.
2. Write 3 or 4 sentences listing some valuable skills to have when looking for a good job.

English Out There page 106

This activity gives students a chance to explore interesting jobs.

❶ Warm up: Ask students to name their ideal job. T: *If you could have any job in the world, what would it be?* Give students a minute to think of one and then rapidly ask several students to say their ideal job.

❷ Introduce the activity. T: *Look at page 106.* You can go through the pictures and the captions, explaining any difficult vocabulary. T: *Which of these jobs do you think are best?* (You can have students make a check next to their first choice.) *Make a check next to the best one.*

❸ Put students into pairs. T: *Now ask your partner which jobs he or she likes. Find out why.* Check that students understand what to do.

❹ Go over the jobs as a class and ask students about their opinions. T: *Which job do you like best? Why? Which job don't you like? Why?*

Out There homework

❺ Read instructions for the homework assignment. T: *Look at the bottom of page 106. Read the homework instructions.*

❻ Give students ideas of how to find jobs online. T: *Page 111 lists websites about jobs. You can use the sites listed or find your own.*

❼ Explain how the homework will be presented in a later class. T: *Bring your notes about the job to class and we'll share information about the jobs.*

In the Computer Lab

Page 111 lists websites that provide jobs and internships to students.

1. Students can click on the words “programs”, “job”, “job finder”, or “student”. They'll find a page that lists student jobs and internships or has a jobs database.
2. Students can browse through the jobs or enter the search criteria to find specific jobs.

Encourage students to find 3 jobs they want to “apply” for. Do they have the skills for the job? They can compare jobs with a partner. T: *Try to find 3 jobs you like. Do you have the skills for the job? What can you do? Compare with a partner.*

Out There follow up (next class)

If you have assigned the homework:

❸ Have students work in groups of 4. Each student should report to the group about the jobs they found. The group should decide which job was the most interesting and report their choice to the rest of the class.

❹ If the class is small, have students give individual oral presentations on the jobs they found.

If you haven't assigned the homework:

1. Bring in copies of want ads (job openings) in an English language newspaper ads and have groups of students select a job.
2. Have students answer the questions at the bottom of page 106 and report to the class.

English in the Real World

Here are some ways that students can use English outside of class.

With another student or a native speaker

Ask each other about the jobs you would like to try.

Take it further

Try to find a job in an English language newspaper or on the Internet that you would really like to have (now or in the future).