

## Unit Overview

### Topic: Talking about jobs

In this unit students focus on talking about jobs. In the Conversation, students listen as Ana tells Chris about her new job. They learn the rules for using the present perfect in How English Works. Students talk about jobs and job offers in different Situations. In the Communication section, students ask each other about job skills. In English Out There, students talk about their ideal 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 introduces vocabulary for talking about jobs.

1. Greet students and introduce the warm up. T: *Hi. Today we're going to talk about jobs.*
2. Take a quick survey of the class to find out about their jobs. T: *How many of you have jobs? Raise your hands. How many of you are full-time students? Do any of you work from home?*
3. If most or all of the students have jobs, ask students what jobs they have. If most or all of the students do not have jobs, ask them what job they would like. T: *What job do you have now? What job would you like to have? What is your dream job?*
4. Ask a few students to describe their dream job for the class. T: *Who wants to describe their dream job to the class? Would anyone else like this job? Why or why not?*

② Introduce the vocabulary. T: *Let's look at some words and expressions we use to talk about jobs.*

③  Read the words or play the audio. T: *Let's look at some words about job searches.*

④ Mime or provide simple definitions for any unfamiliar words. T: *Are there any of these job search words you don't understand?*

⑤ Have students repeat the words.

Emphasize the stressed syllables. T: *Repeat the words: resume, CV, etc.*

⑥ Elicit additional words. T: *Can anyone think of other words related to jobs or looking for a job?*

⑦ Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.

⑧ Repeat Steps 3 through 7 for **Past participles**.

### Unit Goals & Vocabulary Preview page 101

- ① Go over the Unit Goals with the students.

### Vocabulary Preview: word stress and other examples

Job search <b>resume/CV</b> interview interviewer application salary have an <b>interview</b> /go to an <b>interview</b> fill out an <b>application</b> get <b>hired</b>	Past participles <b>drink - drank - drunk</b> <b>eat - ate - eaten</b> <b>feel - felt - felt</b> <b>find - found - found</b> <b>know - knew - known</b> <b>leave - left - left</b> <b>make - made - made</b> <b>sing - sang - sung</b> <b>sit - sat - sat</b> <b>speak - spoke - spoken</b> <b>spend - spent - spent</b> <b>stand - stood - stood</b>	Other examples <i>have - had - had</i> <i>run - ran - ran</i> <i>write - wrote - written</i>
Other examples <i>job listing</i> <i>help wanted ad</i> <i>pay rate/scale</i>		

## Conversation page 102

This conversation provides language models for talking about jobs.

➊ Introduce the activity by asking students questions about individual frames in the story. **T:** *Now turn to page 102. Look at the illustrations. In Frame 1, what is Chris doing? [working at his computer/typing/using his computer] What is Ana doing? [knocking on Chris's door] In Frame 2, what does Ana have in her hand? [a folder] In Frame 3, what does Chris have on his desk? [a laptop computer/some folders] Look at Frame 5. Where are Ana and Chris sitting? [at Chris's desk/near the desk] Look at Frame 6. How does Chris feel? [happy/excited]*

➋ Set up the situation before playing the audio. **T:** *Ana just got a job offer from a company in London. She is telling Chris about it. 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. Ask the students to close their books as they listen a second time.*

➍ Play or read the Conversation questions in Step 2. Have students circle the answers. **T:** *Now listen carefully to the questions and circle the answer.*

**Question 1:** *What is Ana's news?*

**Question 2:** *Where is Media View?*

**Question 3:** *What is Ana going to do?*

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

### Answers

- (b) She got a job offer. (In Frame 2, Ana says, "I got a job offer from Media View.")
- (a) in London (In Frame 3, Ana says, "London!")
- (b) She's going to take the new job. (In Frame 6, Ana says, "Yeah, I just can't pass this up.")

### Optional

Ask students a few additional questions about the conversation. **T:** *How do you think Ana feels about moving to London? How do you think Chris feels about Ana's news? What do you think will happen next?*

➏ Put the students into pairs. **T:** *Read the conversation aloud with your partner. Then switch characters and read it again.*

### Practice Point

As students practice have them improvise:

- Show emotion.  
Ana: you are excited about the new job offer.  
Chris: you are a little sad because Ana is going to leave.
- Now have a similar conversation. One person gives some news to the other person. Start with "Have you heard?"

➐ Ask students to practice again using the substitution words. **T:** *Now practice the conversation again. Replace the words in red.*

➑ Walk around the classroom, helping students as necessary.

➒ Have the students close their books. Ask several pairs of students to say the conversation from memory.


### Culture Notes

- Many people, particularly young people, change jobs frequently. In many types of jobs, it is considered a good thing to pursue a career actively. Friends often encourage each other to look for better jobs.
- Chris and Ana use a slang expression: *You gotta do what you gotta do.* This means that even if a decision is painful, you have to make it if it's the right decision for you.

## How English Works page 103

This section focuses on the present perfect.

### Checking Students Knowledge

- 1 Have students work individually or in pairs to fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Present perfect

- 4 Say the example. T: Have you ever been to London?  
T: *Can you find this question in the Conversation? (Frame 3)*  
T: *Can you find other statements with this verb tense? (Frame 4: I've never been to England, period!)*
- 5 Write on the board: I've been to London. You'll love it!  
Point to the first sentence. T: *What tense is this sentence? [present perfect]* Underline: ve been. T: *When do you use present perfect? How do you form present perfect?*

- 6 Give a few more examples.
- 7 Go through the rest of the Rule and the More about it: irregular past participles.

#### Grammar Point 2: Present perfect vs. simple past

- 8 Say the example: *Have you heard? I got a job offer.*  
T: *Can you find the question and the statement in the Conversation? (Frames 1,2)*
- 9 Write on the board: I've just returned from London.  
Underline: I've just returned and worked. T: *When do you use present perfect, and when do you use simple past? Read the Rule.*
- 10 Give the class a few more examples.
- 11 Go through the rest of the Rule and the More about it: "since" and "for".

#### Grammar Point 3: Verb review

- 12 Say the example. T: *What are you going to do?*  
T: *Can you find this question in the Conversation? (Frame 4)*
- 13 Write on the board: Chris works with Ana. Point to the first sentence. T: *What tense is this sentence? [present]* Underline: works. T: *When do we use the present?* Prompt the students to answer, or say the Rule.
- 14 You can review further by writing sentences on the board and asking the class to

identify the tense.

- 15 Go through the rest of the Rule and the More about it: the future.

### Using the Grammar

- 16 End the activity by asking students some present perfect questions:

T: *Have you been to London? How long have you lived in this country? Have you had a job?*

### Grammar Guide

**Grammar Point 1:** Present perfect is used to talk about events that happened in the past but are important right now. A common present perfect question begins with "Have you ever...?"

**Grammar Point 2:** Present perfect can also be used to talk about past actions when there is no reference to a specific time (ex.: I've just had dinner). Simple past, on the other hand, is used when talking about past actions that occurred at a specific time (ex.: I ate at 5 o'clock). The words "since" and "for" are often used with present perfect.

**Grammar Point 3:** Simple present is for actions that happen regularly (ex.: I sleep late on weekends) and for states (ex. I feel tired). Present continuous is for actions that are happening right now (ex.: I'm going upstairs to bed). Future with "going to" is for plans (ex.: I'm going to go to bed early). Future with "will" is for promises and predictions (ex.: I promise I will go to bed early). Refer the students to Grammar Tables 18 and 19 on page 118 of the Student Book.

### Answers

1. Chris has heard the news, and he's very surprised.
2. She hasn't sent her resume.
3. Has Chris talked about it?
4. Have you done your homework?
5. I've just returned from London.
6. I moved to London last spring.
7. I've lived in England since 1998.
8. Ana has worked at Silica for three years.
9. Ana is a hard worker.
10. Sam is applying for a new job.
11. Ana is going to move to London.
12. Everyone will miss her very much.

## Situations page 104

This section provides functional language for talking about jobs.

❶ Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what are these people doing? [sitting at a cafe/hanging out at a cafe/drinking coffee] What's happening in Frame 2? [a job interview] Where are the people in Frame 3? [at work/ in their offices] Look at Frame 4. How does the man feel? [nervous/worried] Look at Frame 5. What are they talking about? [a computer/a computer program]*

❷ Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner and fill in the blanks.*

❸ Allow some time for students to fill in all the blanks. Check to see if there are any questions.

❹ Ask students to say the conversations. T: *Now, say the conversations with your partner.*

❺ Have students switch roles and read the conversations again. T: *Now switch roles. Say the conversations again.*

### Everyday Expressions

Write these expressions on the board.

Have students who finish early use them as substitutions.

Frame 1: Guess what? = Hey, I've got some news.


Frame 2: I babysat when I was a teenager. = I used to babysit when I was a teenager.  
Great! You've got the job. = Great! You're hired.

Frame 3: What's new with you? = Anything new with you?

Frame 4: I've never given one before. = I'm not sure how to give one.

Frame 5: I'm having trouble with it. = I'm having some problems with it.

I'll help you. = I'll give you a hand.

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

❼ Have students repeat the conversations from memory. T: *Now, cover all the words. Try to have the conversations again.*

❽ Explain Frame 6. T: *Now look at Frame 6.*

*Pretend that you are interviewing your partner. Ask about his or her job skills.*

❾ Ask about some of the skills that students talked about. T: *(Names), what job skills did you talk about? (Name), what can your partner do? Does anyone know how to fix a car?*

### Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

**Situation 1:** *You've been offered your dream job, but it is in another country. Talk to a friend about what to do.*

**Situation 2:** *You're interviewing an applicant for a job as an English teacher (or another job).*

Students can write out their dialogues if they wish. Ask a few students to present their dialogues to the class.

### Answers

1. A: Guess what? I got a job offer from XLC Communications.

B: Did you accept it?

A: I haven't decided yet.

2. A: Have you ever worked with children?

B: Oh, yes. I babysat when I was a teenager.

A: Do you play sports?

B: Yes. I do. I play soccer and volleyball.

A: Great! You've got the job.

3. A: What's new with you, Henry?

B: I've just started a new job. (recently)

A: Really? What are you doing?

B: I'm working for Klein Corporation. It's an architecture firm.

4. A: I'm really nervous.

B: Why?

A: I have to give a PowerPoint presentation tomorrow, and I've never given one before.

B: Don't worry. I'll show you how to do it.

5. A: Have you ever used PhotoFix?

B: Yeah. Why? Do you need help?

A: Yeah. I'm having trouble with it right now. I can't save this picture.

B: Oh, that's easy. I'll help you.

## Communication page 105

This activity gives students a chance to talk to their classmates about job skills.

❶ Warm up: Bring in some pictures of occupations or write a few occupations on the board. Ask students about the job skills required for each occupation.

❷ Introduce the main activity. T: *Look at the top of page 105. Make a check next to the things you've done.*

❸ After a few minutes, elicit answers from students. T: *Who has fixed a car or bicycle? Has anyone worked in a restaurant? etc.*

❹ Put students into pairs and have them ask each other questions. T: *Now ask the questions in number 2.*

❺ Walk around the room as students ask questions. Help as necessary.

❻ Elicit a few answers from students. T: *(Name), what did you learn about your partner?*

❼ Continue on to Part 3. T: *Now find your partner a job. Look at the jobs in Step 3. Hold up your book and show the class the jobs. T: Choose the best job for your partner or write your own idea for the best job. You can give a few ideas for other jobs: singer, athlete, teacher, etc. Mark the job that is second best, third best, etc. Make sure students understand the directions.*

❽ After students have had a chance to give each other jobs, ask a few questions to wrap up the activity. T: *(Name), what is the best job for your partner? What were some of the other jobs you wrote down?*

### Bonus

❾ Introduce the activity. T: *Now we're going to play a game with our partners. Think of a job that begins with "A." Say the name of the job. You can give a few examples here. T: Your partner will say what the person does and say a job that begins with "B." Give a few examples of job descriptions, if necessary.*

### Optional

You may want to play this game in teams, with 3 or 4 players on each team. Each team can "pass" 2 times.

❿ Choose 2 students to model the example.

⓫ Walk around the room, offering help as needed. Give some clues if the students are stuck on any letter.

### Possible answers

A: architect, B: baker, C: cook, cashier, D: dentist, E: elevator operator, English teacher, F: fashion designer, G: garbage collector, H: hair dresser, I: ice cream vendor, J: journalist, jazz musician, K: kicker (football), kindergarten teacher, L: lawyer, M: mechanic, N: nurse, O: opera singer, P: police officer, Q: queen, R: real estate agent, S: sushi chef, singer, T: travel agent, U: umpire, V: veterinarian, W: wine maker, X: X-ray technician, Y: yoga teacher, Z: zookeeper

⓬ After about 10 minutes, stop the activity and find out which team "won" the game.

### Communication Expansion

1. Put students into groups of 6-8 and have them write 5 occupations and 3 skills that are required for each.
2. Students should copy all 15 skills on separate strips of paper.
3. Collect all of the strips of paper.
4. Have half of the students stand up: they'll be the job seekers. The other half of the class should remain seated in their groups: they'll be the companies that are hiring.
5. Hand out all of the skills to the job seekers (you don't have to pass out an even number of job skills) and tell them to start interviewing.
6. Job seekers should walk up to a group and ask what jobs are available. Then they should describe their skills and see if they match any of the jobs.
7. Companies should hire the job seekers with the best skills for the job before 10 minutes are up.
8. After 10 minutes, find out who got a job. T: *Who found a job? Do you think you'll like your job? Does the company feel they hired the best person for the job? Why?*

### Extension Writing Activity

1. Write 3 or 4 short sentences describing a job you would like to have.
2. Write 3 or 4 sentences listing the skills you think are most valuable in finding a good job.

## English Out There page 106

This activity encourages students to explore different job fields.

❶ **Warm up:** Use the pictures of occupations from the last activity, or write occupations on the board. Elicit job fields as you talk about each occupation. **T:** *A job field is a group of related jobs. What field do you think a doctor, nurse and surgeon are in? [medicine] Can you think of any other job fields?*

❷ **Introduce the activity.** **T:** *Now look at page 106. Here are some job fields and some occupations in the field. Which job do you like best in each field? Mark it.*

❸ **Put students into pairs.** **T:** *Now compare your choices with your partner. Find out if you chose the same jobs.*

❹ **Go over the fields as a class and elicit student opinions.** **T:** *Which job do you like best in business? Why? How about education? Which one is best? Why? Does everyone agree?*

### Out There Homework

❺ **Read instructions for the homework assignment.**

❻ **Give students ideas of how to find jobs online.** **T:** *Page 111 has a list of websites with jobs to help you. 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 field to class and we'll talk about the jobs we like best.*

### In the Computer Lab

Page 111 lists job sites for students and professionals.

1. Students can click on the words “work”, “jobs”, “student”, or “search”.
2. They'll find a job directory they can browse or a jobs database.
3. Students can browse through the jobs or enter the search criteria to find specific kinds of jobs.

Encourage students to find 3 jobs they want to “apply” for. Ask them to think about why they like the jobs. Do they have the skills for the job? **T:** *Try to find 3 jobs you like. Why do you like them? Do you have the skills for the job? What can you do?*

## Out There Follow Up (Next Class)

If you have assigned the homework:

❸ Have students bring their notes about the job field to class.

❹ Put students into groups of 6-8 and have students take turns reporting on their job fields.

❺ After each student has finished, the other students should ask questions.

❻ When everyone is finished, the group should pick their favorite field and each student should pick his or her favorite job.

If you haven't assigned the homework:

1. Find and print some job fields and the jobs within them and tape them to the walls.
2. As students come in, have them read the fields and jobs and take notes. Encourage students to ask questions about jobs and fields they are unfamiliar with. Then take a class vote for the best job field.

### English in the Real World

Here are some ways of using the ideas in this unit outside of class.

**With another student or a native speaker**

Practice interviewing each other for jobs.

**Take it further**

Find a job in a newspaper or on the Internet that is close to your dream job.