

8

A Hard Day's Work



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

multiple choice, identifying different text types

words related to jobs and work, commonly confused words, word formation, collocations & expressions

conditionals: zero, first, second & third, mixed conditionals

multiple choice, listening to tone of voice as well as what is said

comparing photos, talking about jobs and careers, making generalisations and giving examples

formal letter, writing about yourself, using phrases to avoid starting every sentence with *I*

Unit Opener (SB page 95)

- Ask students to look at the main picture and ask them what they see (*three ants moving a very large object*).
- Ask students to read the title of the unit and ask them to explain how it is connected to the picture (*The title is 'A Hard Day's Work' and it is directly related to the picture; the ants are working hard to move the large object; they are also working together to accomplish their task, so the picture also shows the importance of cooperation and team work.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide if there are more women or men in each job in the UK. Tell them that you have the answers and will provide them later.
- Ask students to read the jobs and explain anything they don't understand.
- Students work individually to complete the task, but compare their answers with a partner before checking as a class.
- Ask students if any of the answers surprised them.

Answers

Answers (according to a House of Commons Library report 2012)

1W 2M 3W 4M 5W 6W 7M 8W

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to compare the two jobs and say how they are similar and different. Clarify that they have to compare the jobs and not the pictures.
- Students can discuss in pairs before discussing as a class.

Suggested answers

similarities: both jobs involve books
differences: librarians work with other people, authors work alone; librarians have specific working hours, authors do not usually have a schedule; librarians must be logical and organised, but authors have to be imaginative, creative, etc

- Students can discuss the question with a partner before discussing as a class.
- Help with vocabulary if students do not know the name of the job in English.
- When students are ready, discuss as a class. Each student can say which job they refuse to do and give reasons why.

Answers

Students' own answers

Background information

Some more statistics from a report on female representation in high-level jobs in the UK are as follows:

Members of Parliament (2013) 23%, Senior civil servants (2013) 36%, Justice of the Supreme Court (2013) 8%, GPs (2012) 47%, Secondary school head teachers (2009) 39%, University professors (2011-12) 21%, Directors of the 100 largest companies listed on the London Stock Exchange (2013) 17%



TOP TIP

Topics that naturally polarise the class, such as gender in the work force, provide a great opportunity for discussion. These are ideal for class debates or projects. In this unit, you could ask students to find relevant information about gender in the work force in their own country, or find it yourself and then have a class discussion based on the findings.

Let's talk about it!

- Should teenagers do part-time jobs? Why?/Why not?
- Which part-time jobs are suitable for teenagers? Why?
- Would you like to work and study at the same time?
- What would be your ideal job? Why?

Sand Art: Incredibly Detailed Sand Sculptures Created by Hand'. It's about a master sand sculptor named Matt Long. He makes sand art for private parties, events and corporations all around the world. He enters three or four competitions each year and has come second in the world championship. Although he sculpts many different subjects, he prefers to sculpt fairy-tale castles. They are detailed creations with staircases wrapping around high towers that are supported by intricate arches, and they are only made of sand and water.

DVD link: <http://www.youtube.com/watch?v=kjp4tEYPm68>

Answer
12 years

Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to think of a fun job and then they have to decide what qualifications and experience would be required for the job. Point out that there are no right or wrong answers.
- Students discuss their choices in pairs before discussing as a class.

Answers
Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually and discuss with a partner before checking answers as a class.

Answers
a diploma in tourism and travel (text C)
entertainment manager at resorts in the Mediterranean (text C)

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in the multiple-choice task with four sections, each section is a different text type. These can be advertisements, articles, reports, emails, formal letters, announcements, fact sheets, etc. Point out that if they can identify the different types, they will be better able to answer questions about them.
- Ask students to read the texts again quickly and identify which text types are used.
- Students do the task individually before checking answers as a class.

Answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Remind students to think about what kind of texts they are reading as they do the task.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer questions 7 and 8.
- They then check their answers in pairs before checking as a class.

Answers

- 1b** *If the slides aren't exciting, no one will want to stay at the resorts.*
- 2d** *... the height of the slides, the speed as I go down, the amount of water in the slides, and the way I land in the pool at the end. All these elements are like a secret recipe.*
- 3a** *Adults £549, Children 2-12yrs £280*
- 4c** *George Williamson, Best Choice, 127 Hampton Street, Pinchley; Dear Mr Williamson*
- 5c** *I believe that my diploma in travel and tourism as well as my considerable work experience will make me a very good candidate for this position. Please see my CV for additional information regarding my experience.*
- 6d** *If you also think they're suitable ...*
- 7a** *(A) ... the most enjoyable job ever. He spends his working hours testing waterslides. Richard's employer is Best Choice ... (C) I am writing to apply for the position of Lifestyle Product Development Manager, advertised in the Daily Times. As requested, I am enclosing a completed job application, my CV and three references. (D) Subject: Product Development Position*
- 8b** *Importance of safety is stressed, formal qualifications are required, people with no work experience were not considered.*

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in the orange box must be in the correct form.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------------------|-------------------------|
| 1 working | 4 responsibility |
| 2 applicants | 5 reference |
| 3 qualifications | 6 impressive |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to think up an unusual job.
- Remind them to provide a job description, and any

- When students are ready, they can present their job to the class.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to tell you about a real, unusual job they know about. List the jobs on the board and discuss what is involved, and the qualifications, qualities and experience required to do the jobs. If students have trouble coming up with jobs, think of some yourself (*eg lion tamer, gold miner, high-rise window cleaner, hot dog vendor, personal shopper, body part model, cruise ship entertainer, etc*).

a-z Vocabulary 1 (SB page 98)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the eight pictures and tell you if they know the job being shown. Ask stronger students to explain what the jobs involve (in L1 if necessary). Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 a v e g e (travel agent)
- 2 a w e (lawyer)
- 3 o l i r (soldier)
- 4 i a r i (librarian)
- 5 l i c n (politician)
- 6 c c n t t (accountant)
- 7 e c t c i a (electrician)
- 8 e h n c a (technician)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the definitions and explain anything they don't understand. Elicit that the words are all adjectives that can be used to describe jobs.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the definitions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 exhausting
- 2 full-time
- 3 well-paid
- 4 part-time

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which adjectives in 2 can be used to describe the jobs in 1. Remind them that sometimes more than one answer is possible.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

travel agent: full-time/part-time, satisfying
lawyer: full-time, well-paid, satisfying
soldier: exhausting, full-time, stressful
librarian: full-time/part-time, satisfying
politician: exhausting, full-time, stressful, well-paid
accountant: exhausting, full-time, stressful, well-paid
electrician: full-time, manual
technician: full-time, manual

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct option, *a* or *b*, that explains the meaning of the word in bold.
- Ask students to read the items and explain anything they don't understand.
- Elicit that all of the words in bold are verbs.
- Check pronunciation by saying each of the verbs to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1a 2b 3b 4b 5a 6b 7a 8a

▶ EXTENSION ACTIVITY

Ask students to write a sentence or two about the job they said they would refuse to do in the Unit Opener. They must use some of the adjectives from 2 in their sentences.

Extra Task (for early finishers)

See photocopiable material on page 154.



Grammar 1 (SB page 99)

Before you read the Grammar box

- Revise conditionals. Write the forms on the board.
zero (if + present simple) + present simple; first (if + present simple) + future simple or imperative or can/must/should; second (if + past simple) + (would/could/might + bare infinitive); third (if + past perfect) + (would/could/might + have + past participle)
- Ask students to look back at Reading text A and find an example of the first conditional (*If the slides aren't exciting, no one will want to stay at the resorts.*)
- Ask students to look back at this sentence in Reading text D – *If you also think they're suitable, let me know and I'll arrange for interviews asap.* – and ask

1

- Read through the grammar theory with the class.
- Read out the following sentences and ask students to tell you which conditional form they are.

1 *If I earned more money, I could take a holiday.* (2nd conditional)

2 *If we are late for work, we get in trouble.* (zero conditional)

3 *If he had studied harder, he would have gone to university.* (3rd conditional)

4 *You can't teach if you don't have a degree.* (1st conditional)

- Remind students that there are other words we can use instead of *if* to form first conditional sentences. These are *unless*, *provided/providing (that)* and *as/so long as*. Read out the last example sentence above using these words (*Unless you have a degree, you can't teach. / Provided/Providing that you have a degree, you can teach. / As/So long as you have a degree, you can teach.*) Remind them too that *unless* has a negative meaning (*if not*).

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to look back at 1 and identify the conditional forms that we use to express 1-3. (1 zero conditional; 2 second conditional; 3 third conditional). Then ask them to underline the tenses in sentences a-c before they match them with 1-3.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2a 3c

Read 8.1-8.4 of the Grammar Reference on pages 170-171 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the conditional sentences in the text with the correct verb form. Ask them how they will do this and elicit that they will look at the other half of each sentence for clues.
- Ask students to read the text and explain anything they don't understand.
- Ask students to look at the first gap and elicit what clue will help them to choose the correct verb form (*If you want to earn – indicates a zero or first conditional*) and that they will need the present simple or future simple here (*need/will need*).
- Ask students to read the rest of the text carefully and to underline the clues that will help them to choose the correct verb form.
- Students work individually to complete the text.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|------------------|
| 1 (will) need | 7 would practise |
| 2 (will) have to | 8 would you be |
| 3 apply | 9 were |
| 4 won't have | 10 do |
| 5 are | 11 walked |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at each situation and decide which conditional form to use to rewrite the information.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask students to tell you what conditional is used in each sentence.

Suggested answers

- 1 If Frank hadn't worked late, he would have come to the gym with me. (third)
- 2 If you don't help me with this report, I won't finish it by five o'clock. (first)
- 3 If Mary hadn't been so nervous, she would have done well at her interview. (third)
- 4 If my colleagues cooperated with me, I wouldn't complain to my employer. (second)
- 5 If we had listened to the boss, we wouldn't have done a poor job on the project. (third)

▶ EXTENSION ACTIVITY

Ask students to write the *if*-clause only of four sentences, one each for the zero, first, second and third conditionals. Tell them to swap with a partner who must complete the sentences appropriately in the correct form. Monitor and help if necessary. When students are ready, ask them to read out the sentences.

Extra Task (for early finishers)

See photocopiable material on page 154.

a-z Vocabulary 2 (SB page 100)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|-------------------|
| 1a pensions | 4a job |
| 1b benefits | 4b career |
| 2a salary | 5a qualifications |
| 2b wage | 5b qualities |
| 3a perk | 6a advise |
| 3b bonus | 6b advice |

2

- Ask students to read the instructions and check that they understand what they have to do (*form nouns or adjectives from the words given*).
- Ask students to read the words in the table and

- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------|--------------|
| 1 ambition | 4 determined |
| 2 envy | 5 secret |
| 3 wealth | 6 bravery |

- 3
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use some of the words from 2 to complete the sentences.
 - Ask students to look at each sentence and decide if a noun or an adjective is required for the gap.
 - Students work individually to complete the sentences.
 - They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|--------------|
| 1 wealth | 4 determined |
| 2 envious | 5 bravery |
| 3 secretive | 6 ambition |

- 4
- Ask students to read the instructions and check that they understand what they have to do (*cross out the word that cannot collocate with the verb*).
 - Ask students to read the words and explain anything they don't understand.
 - Ask students to work in pairs before checking answers as a class.

Answers

- | | |
|-------------------|---------------|
| 1 a good decision | 4 overtime |
| 2 a contract | 5 time off |
| 3 a promotion | 6 a job offer |

- 5
- Ask students to read the instructions and check that they understand what they have to do. Remind students that sometimes more than one answer is possible. Point out that the verbs which collocate with the words can be from 4, or can be other verbs students know.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|---------------------|
| 1 make/be | 4 do |
| 2 have/win/sign | 5 have/take/ask for |
| 3 get | 6 have/make/accept |

▶ EXTENSION ACTIVITY

Ask students to look at the nouns in 2 and think of verbs that can collocate with them. Students work in pairs for this activity. (*Suggested answers: show/have ambition, feel envy, want wealth, show determination, have/keep/reveal a secret, show/*

Extra Task (for early finishers)

See photocopiable material on page 154.

Grammar 2 (SB page 101)

Before you read the Grammar box

- Tell students that apart from zero, first, second and third conditionals, there are also mixed conditionals and they will be looking at them in this lesson.
- Quickly revise the forms of the conditionals from Grammar 1 and ask students when each one is used.

1

- Read through the grammar theory with the class.
- Make sure students understand the use of different times within a mixed conditional to convey the meaning of a present result caused by a past event or situation. Ask them to write a mixed conditional sentence of their own or, alternatively, write a stem on the board for students to complete (*eg If Jack had worked harder, ...*). They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do (*identify the tenses and answer questions about the sentence*).
- Ask students to read the sentence and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

It uses the past perfect simple and *would* + bare infinitive.
Yes, he did shout at his boss.
No, he isn't a manager now.

Read 8.5 of the Grammar Reference on page 171 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the clause, *a* or *b*, that completes the mixed conditional sentences.
- Remind students to look at the tenses in each clause in order to find the correct answer.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2a 3a 4a 5b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite parts of the second sentence so that it is a mixed conditional and means the same as the first

- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1 hadn't worn, would work
- 2 hadn't given, would take
- 3 had gone, would know
- 4 hadn't saved, wouldn't be able to set up
- 5 had taken, wouldn't be
- 6 had bought, would be
- 7 hadn't been, wouldn't be
- 8 hadn't accepted, wouldn't work

EXTENSION ACTIVITY

Ask students to write two mixed conditional sentences of their own about problems at work or school. When they are ready, ask them to read their sentences out for the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 154.

Listening (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write adjectives formed from the nouns. Explain that in all but one instance, the adjectives will be different to the ones that describe people.
- Ask students to read the words in bold and explain anything they don't understand.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 satisfied
- 2 stressed
- 3 exhausted
- 4 envious
- 5 responsible

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that that they will hear five short recordings and they will have to match the speakers to the feelings they express.
- Ask students to read the words and explain anything they don't understand.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check

Answers

- 1D *I wish I'd tried harder!*
- 2C *I've got no energy left at all.*
- 3A *I'm determined to work hard and be a success ...*
- 4E *I'm happy in my job ...*
- 5B *I know I'll do well at the interview ...*

See the recording script on page 143.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out to students that when they are doing this type of listening task, it is important to understand how the speakers are feeling. Explain that they can work this out from the tone of voice used as well as what the speakers actually say.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain any unknown words.
- Remind students to pay attention to the tone of voice used by the speakers in order to figure out how they are feeling.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1A *I wish I'd studied harder at school.*
- 2C *I just get the feeling that they're looking for someone who's been doing the job for several years. I'm fairly new to it and that's not going to work in my favour.*
- 3B *I was sad to lose the main perk of the job, though, which was free drinks and snacks every day.*
- 4A *This building company wants a full-time electrician, but if I take that, I'll never be able to finish the work I'm doing on my daughter's house.*
- 5A *... by the end of each day, I can hardly move because I'm so tired ...*
- 6C *... I chose a course at a well-respected business school instead so that when I leave, I'll hopefully be equipped to become a top businessman and make a fortune!*
- 7B *I wanted to work my way up into a much more senior position. ... here, they don't care about helping you to develop your career, and I'll just be stuck in this boring, dead-end office assistant job forever.*

See the recording script on pages 143-144.

Speaking (SB page 103)

1

- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers



TOP TIP

Whenever possible, take the opportunity to exploit the grammar taught in the unit by incorporating it into the Speaking. In this unit, students can be asked to use conditional sentences to talk about their plans for study and work.

2

- Explain to students that when they talk about two photos, they need to structure what they say in a logical order. Explain that they must first state the topic (identify the common theme), then compare the photos and finally answer the specific question.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose one of the pairs of jobs, state the topic, describe the jobs, compare them and then say which they would prefer to do and why.
- Refer students to the *Language Bank* and go through the phrases for making generalisations and giving examples.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Tell students that in this task, they must answer the question fully after they compare the photos. Point out that they can make generalisations when they answer the question, but they must remember to give examples that support their generalisations.

3

- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about the qualities needed to do the jobs. Student B must reply to one question about working*

answer the specific question about the responsibilities of each job. Student A must reply to one question about which job they think would be the more stressful.)

- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 104-105)

Formal letter: Writing about yourself

- Ask students to carefully read the information on formal letters of application.
- Explain to students that their aim in writing such a letter is to present themselves in the best possible way in order to be offered the job.
- Stress that they need to include information that is relevant to the job, ie qualifications, work experience and something about their interests. Point out also that they can use their imagination and make up information in an exam situation.
- Remind students to use formal language when writing a letter of application.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tick the information they would include in a letter of application for a summer job waiting tables.
- Ask students to read the pieces of information and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Although there are no correct answers, students will probably tick: my age, where I am studying, my qualifications eg Cambridge English, I worked in a café last summer, my hobbies eg cooking

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the hobbies and experiences with the

- Ask students to read the sentences and the skills and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

- | | |
|---------------------|---------------------|
| 1 b, f | 4 b, d |
| 2 a, b, e, g | 5 a, b, f |
| 3 c | 6 a, b, e, g |

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to discuss the experience and hobbies that could match the skills required for the job described in the advertisement.
 - Ask students to read the task and explain anything they don't understand.
 - Tell students to underline the key words in the task (*shop assistant, arts and crafts shop, good at working with people, knowledge of arts and crafts, work in July and August*) and to think about these as they have their discussion.
 - Discuss as a class.

Answers

Students' own answers

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the letter in 4 was written in reply to 3 and that they must fill in the gaps at the beginning and end of the letter and answer questions about it.
 - Read out the letter or ask a strong student to do so.
 - Ask students if they think it is a good letter. If yes, elicit why.
 - Explain that they have to complete the gaps at the beginning and the end of the letter by looking at the task in 3 and the *Language Bank*. Then they need to look at the questions in depth to analyse the task.
 - Go through the phrases for formal letters in the *Language Bank* with the students and explain anything they don't understand.
 - Students work individually to complete the gaps.
 - They then check their answers in pairs before checking as a class.
 - Ask students to read the questions and explain anything they don't understand.
 - Then discuss the questions as a class.

Answers

Students should fill in: *Mr Brown, hearing from you/your reply, sincerely* in the gaps in the letter.

- He says that he works in a supermarket and organises a local club.
- He works as a cashier.
- Yes, cashiers are often under pressure. Taking part in competitions is stressful.
- Paragraph 4: he says: *I would enjoy working full-time in your shop during the school holidays.*
- Yes, he has relevant shop experience, is good at working with people, takes responsibility (organising club) and he's interested in arts and crafts.

- 5**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must look for three examples in the letter for instances where the writer avoids beginning a sentence with 'I' and then they must rewrite the information given in a similar way, avoiding the use of 'I' at the start of the sentences.
 - Students work individually to complete the first part of the task.
 - They then check their answers in pairs before checking as a class.
 - Once answers have been checked, ask students to read the information and explain anything they don't understand.
 - Students work individually to complete the second part of the task.
 - Ask individual students to read out their paragraphs to the class, correcting if necessary.

Answers

Students should underline: *At the weekends, In my spare time and Painting is another of my hobbies.*

Suggested answer

In the summer, I enjoy camping with my club. Diving is another of my hobbies and I have won two bronze medals. During the winter, I often go skiing with my parents.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*.
- Go through the sections on Experience, Working with people and Different sports, and make sure students understand the words and phrases by asking them to give you sentences using them.
- Point out again the set phrases for beginning and ending a formal letter.

▶ EXTENSION ACTIVITY

Time permitting, ask students to add their own ideas to the sections on Experience, Working with people and Different sports in the *Language Bank*.

- 6**
- Read the task out to students and explain anything they don't understand.
 - Remind them to begin and end their letter appropriately and to provide information that is relevant to the job, and which will show them in a favourable light as job candidates.
 - Go over the *Plan* with the students.
 - Ask students to write short notes for each paragraph and go round checking as they write.
 - Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.

to avoid starting every sentence with 'I' and to begin and end their formal letter appropriately.

Reload 8 (SB page 106)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the jobs. Write each one on the board and ask individual students to describe them.
- 2 and 3: Revise the adjectives for describing jobs. Write the adjectives on the board and then read out the definitions one by one. Ask students to tell you which adjective belongs to the definition.
- 4: Ask students to explain to you what the following mean: *apply for a job, interview someone, lose a job, get fired from a job, retire from a job, quit a job, hire someone, earn a salary.*

Vocabulary 2

- 1: Practise commonly confused words. Write these sentences on the board and ask students to choose the correct word. Then they should use the option they didn't choose in a sentence.
1 *The government has reduced by grandparents' benefits / pensions. (pensions)*
2 *In some countries, the minimum salary / wage is very low. (wage)*
3 *If he sells five houses a month, he gets a bonus / perk. (bonus)*

4 *I don't enjoy my career / job at all; I want to quit! (job)*

5 *The only qualification / quality I have is a Bachelor's degree. (qualification)*

6 *Let me give you some advice / advise. (advice)*

- 2 and 3: Practise word formation. Write the nouns on the board and ask students to give you the adjective forms. Then they must use either the noun or the adjective in a sentence.

- 4: Practise collocations and expressions. Read out the nouns one by one and ask individual students to give you the verbs they collocate with.

Grammar 1

Practise zero, first, second and third conditionals.

- Revise the conditionals by writing these sentence stems on the board and asking students to complete them in their own words.

1 *Unless you work hard, ...*

2 *If I were you, ...*

3 *When there is high unemployment, ...*

4 *If I knew the answer, ...*

5 *As long as it's well-paid, ...*

6 *I wouldn't have gone to the seminar ...*

Grammar 2

Practise mixed conditionals.

- Revise mixed conditionals by writing these situations on the board and asking students to rewrite them as mixed conditionals.

1 *I was rude to the boss, so now I am unemployed. (If I hadn't been rude to the boss, I wouldn't be unemployed now.)*

2 *He didn't take the job, so he has no money. (If he had taken the job, he'd have some money.)*

3 *It was raining earlier and I am wet. (If it hadn't been raining earlier, I wouldn't be wet.)*

- Students are now ready to do Reload 8.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1a 2a 3b 4d 5a 6d 7d 8b 9d

Grammar

1a 2d 3a 4b 5c 6a 7c 8a 9b



Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for media and features of media.

- Unit 7, Vocabulary 1, Exercises 1, 2 and 3: Write the words for media in a column on the board. Then read out the features of media one by one and ask individual students to come to the board and write them next to the media they are associated with.
Internet: horoscope, scientific articles, e-zine, reviews, interview, website, advertisement
magazine: horoscope, scientific articles, reviews, interview, advertisement
newspaper: horoscope, scientific articles, reviews, interview, advertisement
television: soap operas, interview, commercials
journal: scientific articles
radio: horoscope, interview, commercials

Revise words for people in media.

- Unit 7, Vocabulary 1, Exercise 4: Write the first letter of each job on the board. Then read out its definition and ask individual students to complete the word for the job.
D(J) – plays music on the radio; e(ditor) – decides what a newspaper or magazine should include; b(logger) – writes their opinion on various topics on a webpage; c(orrrespondent) – is employed to report for a newspaper or broadcasting organisation; c(olumnist) – contributes regularly to a newspaper or magazine; p(resenter) – presents shows on TV or radio; j(ournalist) – writes articles for newspapers or magazines; n(ewsreader) – reads out broadcast news bulletins

Revise words for jobs.

- Unit 8, Vocabulary 1, Exercise 1: Read out these questions related to jobs and ask students to answer them.
 1 Who does tests in a laboratory? (technician)
 2 Who books your holiday? (travel agent)

- 5 Who fixes your lights when they don't work? (electrician)
- 6 Who helps you to find the right book? (librarian)
- 7 Who looks after your financial accounts? (accountant)
- 8 Who fights for your country? (soldier)

Revise adjectives that describe jobs.

- Unit 8, Vocabulary 1, Exercises 2 and 3: Ask students to give you examples of jobs that are *exhausting, full-time, stressful, dead-end, well-paid, part-time, manual, satisfying*.

Revise verbs for jobs and employment.

- Unit 8, Vocabulary 1, Exercise 4: Ask students to give definitions for the following verbs and then to use them in sentences (*apply, interview, lose, fire, retire, quit, hire, earn*).

Revise prepositions.

- Unit 7, Vocabulary 2, Exercise 1: Write these words on the board and the first letter of the prepositions that pair with them. Ask students to complete the prepositions.

- 1 advantage o (over)
- 2 attitude t (towards)
- 3 comment o (on)
- 4 comparison b (between)
- 5 decrease i (in)
- 6 information o and a (on/about)
- 7 preference f (for)
- 8 use o (of)

Revise collocations and expressions.

- Unit 7, Vocabulary 2, Exercise 2: Read out these collocations and ask individual students to explain what they mean.
 1 be in the public eye (be known to people, usually through the media)
 2 be on the big screen (be a film actor)
 3 go viral (become popular online)
 4 have a lot of hits (be visited by many people online)
 5 make a name for yourself (become famous)
 6 make the headlines (be written about in the press)
- Unit 8, Vocabulary 2, Exercises 4 and 5: Read out the nouns one by one and ask students to tell you the verbs they collocate with.
(have) an interview, (make) a good decision, (have) a career, (have/win/sign) a contract, (be) a failure, (be) a success, (make) a profit, (make) a fortune, (get) a promotion, (own) a company, (do) overtime, (own) possessions, (have/take/ask) for time off, (win) support, (win) respect, (do) a job, (have/make/accept) a job offer, (do) work experience

Revise word formation.

- Unit 7, Vocabulary 2, Exercises 3 and 4: Write the verbs on the board and ask students to write the noun forms.
 1 involve (involvement)
 2 publish (publication)
 3 receive (reception)

• Unit 8, Vocabulary 2, Exercises 2 and 3: Read out the nouns one by one and ask individual students to tell you the adjective form and to use it in a sentence.
ambition / ambitious, envy / envious, wealth / wealthy, determination / determined, secret / secretive, bravery / brave

Revise commonly confused words.

• Unit 8, Vocabulary 2, Exercise 1: Read out each pair of words and ask individual students to use them in sentences which clearly show the difference between them.

pension/benefit, wage/salary, bonus/perk, career/job, qualifications/qualities, advice/advise

Grammar Revision

Revise the passive: tenses, gerunds, infinitives and modals.

• Read out these sentences one by one and ask students to rewrite them in the passive voice.

- 1 *They will finish the project today. (The project will be finished today.)*
- 2 *The manager asked me to do overtime. (I was asked to do overtime.)*
- 3 *You mustn't leave the lights on. (The lights mustn't be left on.)*
- 4 *I was fired and it was unfair. (Being fired was unfair.)*
- 5 *They were painting the shop yesterday. (The shop was being painted yesterday.)*
- 6 *Media owners can influence the news. (The news can be influenced by media owners.)*

Revise the passive: impersonal and personal structures.

• Write these situations on the board and ask students to write them as impersonal and personal passive structures.

- 1 *Everyone knows politicians make laws. (It is known that politicians make laws. / Politicians are known to make laws.)*
- 2 *People expect our station to win. (It is expected that our station will win. / Our station is expected to win.)*
- 3 *Many people think horoscopes are silly. (It is thought that horoscopes are silly. / Horoscopes are thought to be silly.)*

Revise conditionals: zero, first, second and third.

• Write the prompts on the board and ask students to give you sentences in the zero, first, second or third conditionals.

- 1 *I / be / you / not work / city centre (2nd) (If I were you, I wouldn't work in the city centre.)*
- 2 *I / want / listen / music / turn on / radio (zero) (If I want to listen to music, I turn on the radio.)*
- 3 *you / ask / me / I / help / you (3rd) (If you had asked me, I would have helped you.)*
- 4 *they / hire / you / like / you (1st) (They will hire you if they like you.)*

Revise mixed conditionals.

• Write these sentence stems on the board and ask students to complete them with a mixed conditional.

- 1 *If I had listened to you, ...*
- 2 *If Jack hadn't been so foolish, ...*
- 3 *If you'd worked more, ...*

• Students are now ready to do Progress Review 4.

Vocabulary

Answers

- | | | | |
|---|------------------------------|----|----------------|
| 1 | careers | 6 | take |
| 2 | towards | 7 | hire |
| 3 | well-paid | 8 | ambition |
| 4 | part-time | 9 | success |
| 5 | over | 10 | dead-end |
| | | | |
| 2 | reviews | 5 | librarian |
| 2 | interview | 6 | soap operas |
| 3 | commercials | 7 | correspondent |
| 4 | newsreader | 8 | presenter |
| | | | |
| 3 | subscription | 5 | blogger |
| 2 | advice | 6 | responsibility |
| 3 | requirement | 7 | wealthy |
| 4 | secretive | | |
| | | | |
| 4 | a decrease in | | |
| 2 | a preference for | | |
| 3 | comment on | | |
| 4 | made the headlines | | |
| 5 | is no comparison between | | |
| 6 | earns/has a good/high salary | | |
| 7 | made a fortune | | |

Grammar

Answers

- | | | | |
|----|-------------------------------------|---|---------|
| 1 | was written by | | |
| 2 | would not have quit | | |
| 3 | got fired by | | |
| 4 | is thought that she works | | |
| 5 | be hired (by Mr Clarke) | | |
| 6 | are rarely increased (by companies) | | |
| 7 | he had worked | | |
| 8 | being paid | | |
| | | | |
| 2 | is believed | | |
| 2 | has been repeated | | |
| 3 | are made/have been made | | |
| 4 | are forgotten | | |
| 5 | are not seen | | |
| 6 | is being replaced | | |
| 7 | be uploaded | | |
| 8 | be watched | | |
| 9 | be shared | | |
| 10 | will ... be remembered | | |
| | | | |
| 3 | was killed | 4 | might |
| 1 | hadn't seen | 5 | with |
| 3 | will retire | 6 | be told |
| | | | |
| 4 | were | 4 | did |
| 1 | If | 5 | had |
| 3 | have | 6 | when |