



### Let's talk about it!

- Which jobs appeal to you the most? Why?
- Are you looking forward to starting a career? Why?/Why not?
- Do you think teenagers should have part-time jobs? Why?/Why not?

### DVD 6

Summary of DVD 6: The video is titled 'Steve Jobs on Passion and Teamwork'. In it, Steve Jobs – the founder of Apple – talks about the importance of passion and teamwork to success. He points out that successful people love what they do, which enables them to persevere in difficult times. He then goes on to talk about teamwork and that as a boss or manager, one needs to be able to recognise talent in order to build a great team. At the start of the video, we can see Bill Gates, the founder of Microsoft, seated beside Jobs.

**DVD link:** [http://youtu.be/a2fuM\\_CwyHA](http://youtu.be/a2fuM_CwyHA)

### Answer

Because if you aren't passionate about what you do, then you will give up.

## Reading (SB pages 70-71)

### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rank the factors from most important to least important. Stress that there are no right or wrong answers.
- Ask students to read the factors and explain anything they don't understand.
- Students work individually to rank the factors.
- Do not have a class discussion about the students' choices just yet.

### Answers

Students' own answers

### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Ask individual students to explain how the factors can influence one's future. Then ask students for any other factors they believe can contribute to this.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers

### 3

- 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 information about the Enterprise programme.
- 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, but check answer as a class.

### Answer

It helps them to become their own boss by supporting them while they develop the skills necessary to set up and run their own business.

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for dealing with a gapped text with students. Stress that they should always look for 'clues' such as articles and pronouns in the sentences that have been removed as these will link to something already mentioned in the text. In this instance, the clues are pronouns.
- Ask students to answer the question in the box.
- Check answers as a class.

### Answers

Sentence B: The word 'it' refers to responsible adult supervision and 'them' to young people.

### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

### Answers

- 1B** In sentence B, *it* refers to *responsible adult supervision* and *them* and *they* refer to *young people*. Also the idea of ending up *on a dangerous path* in sentence B is echoed in the sentence after the gap (*this road includes drug abuse and crime*).
- 2G** *This* in sentence G refers to the fact that they can't find employment. *Such a lack of confidence in themselves* in the sentence after the gap refers to the *low self-esteem* in sentence G.
- 3E** In sentence E, *them* refers to *youths who have never had the support, encouragement and opportunities so many of us take for granted*. The sentence before the gap starts *there is hope* and sentence E gives information about something that will *improve the lives of disadvantaged youth in the UK*.
- 4A** Sentence A gives us examples of the *confidence and skills they need to get their lives on track*.
- 5C** Sentence C gives us an example of the *young people it supports finding work, or going into education or training*. The pronoun *she* in the sentence after the gap refers to *Lucie Campbell* in sentence C.
- 6F** In sentence F, *her achievement* is the fact that *Lucie has taken her successful business into its fourth year of trading*.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that the words they must choose are in the article and ask them to find and underline them. Elicit that the words all form collocations or compound nouns.
- Explain that when they don't know the meaning of a word, they can often work it out by looking at the sentence it is found in.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 deeply
- 2 role
- 3 abuse
- 4 single
- 5 high

6

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs or small groups to prepare their presentation.
- Remind them to make decisions on all four points.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, they can tell the class about their business.

**Answers**

Students' own answers

**▶ EXTENSION ACTIVITY**

Role play. Students work in pairs. One is a bank manager and the other is a customer of the bank who would like a loan in order to start a small business. The bank manager should ask questions about the business to see if it is a good idea and a low-risk loan for the bank. The customer should present their idea and try to persuade the manager to approve the loan.

**a-z Vocabulary 1** (SB page 72)

1

- 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 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 label the pictures.
- They then check their answers in pairs before checking as a class.

**Answers**

- |              |                |
|--------------|----------------|
| 1 manager    | 4 surgeon      |
| 2 labourer   | 5 receptionist |
| 3 apprentice | 6 sculptor     |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that the words are placed vertically and horizontally in the grid.
- Students work individually to find and write down the words related to the jobs.
- They then check their answers in pairs before checking as a class.
- Elicit that all the words are adjectives that can be used to describe jobs.

**Answers**

- 1 demanding
  - 2 artistic
  - 3 strenuous
  - 4 tedious
  - 5 rewarding
  - 6 hazardous
- \*in any order

3

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to match the adjectives in 2 with the jobs in 1. Point out that sometimes more than one answer is possible.
- They then check their answers in pairs before checking as a class.

**Suggested answers**

- manager: demanding, rewarding
- labourer: strenuous, tedious, hazardous
- apprentice: demanding, rewarding, hazardous
- surgeon: demanding, rewarding
- receptionist: demanding, tedious
- sculptor: artistic, rewarding

**▶ EXTENSION ACTIVITY**

Ask students to think of other adjectives that we can use to describe the six jobs in 1. Alternatively, ask students to think of jobs that can be described with the adjectives in 2.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all nouns connected with work.
- 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 write the words in the correct places.
- They then check their answers in pairs before checking as a class.

**Answers**

- |             |               |
|-------------|---------------|
| 1 overtime  | 4 prospects   |
| 2 vacancies | 5 supervision |
| 3 shift     | 6 role model  |

**Extra Task (for early finishers)**

See photocopiable material on page 150.

## Grammar 1 (SB page 73)

### Before you read the Grammar box

- Revise the different tenses and forms of the passive voice with the class.
- Ask students to look back at the article in Reading and to find and underline all examples of the passive voice (... is based on ..., ...programmes [that are] designed to ..., ... have been helped ..., ... have been supported ...). If students need help, let them know there are four examples and they are in paragraphs 2 and 3. Point out that *programmes designed = programmes that are designed*, and is therefore a passive.
- Elicit that the passive voice is used when the focus is on the action and not on the agent.

#### 1

- Read through the grammar theory with the class.
- Make sure students know how to form the different tenses in the passive voice. Write the following sentences on the board. Ask students to identify the tense and to use each one in a sentence: *is helped (present simple)*, *is being helped (present continuous)*, *was helped (past simple)*, *was being helped (past continuous)*, *has been helped (present perfect simple)*, *had been helped (past perfect simple)*, *will be helped (future simple)*, *will have been helped (future perfect simple)*, *is going to be helped (be going to)*.
- Revise gerunds, infinitives and modals in the passive voice. Write the following on the board. Ask students to identify the form and to use each one in a sentence: *don't mind being helped*, *want to be helped*, *must be helped (gerund, infinitive, modal)*.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose between *by* and *with* to complete the sentences and that they must justify their answers. Tell them to consider whether a person or a thing is the cause of the action.
- 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.

#### Answers

- a** *by* (because we use the word *by* + name/noun to mention the agent)
- b** *with* (because we use the word *with* to mention the tool, object or instrument that was used for something)

Read 6.1 of the Grammar Reference on pages 168-169 with your students.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they must only use one word. Elicit that the word needed will form part of a passive construction.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Ask them to underline any time expressions which will help them write their answers. Remind them to pay attention to the verb tenses when doing the task.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |   |     |   |       |
|---|-----|---|-------|
| 1 | are | 5 | is    |
| 2 | be  | 6 | to    |
| 3 | was | 7 | Being |
| 4 | be  | 8 | will  |

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must tick the sentences that are grammatically correct and rewrite those in which the passive form contains a mistake.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should cross out sentences, 1, 3-5 and 8-10.

- 1 Many jobs have been created in the health care system.
- 2 ✓
- 3 Something should be done about unemployment in this country.
- 4 Many employees will have been fired by the end of the month.
- 5 This product will be made in two of our new factories next year.
- 6 ✓
- 7 ✓
- 8 Being hired by that company will be difficult.
- 9 She would rather be given a company car.
- 10 The offices were painted last week – they look great!

### EXTENSION ACTIVITY

Ask students to write a 'Teenagers' Manifesto' using the passive voice. They should write 5 or 6 sentences about how they expect to be treated at home, at school and at work (if they have jobs). When students are ready, they can read out their sentences to the class.

### Extra Task (for early finishers)

See photocopiable material on page 150.

## Vocabulary 2 (SB page 74)

#### 1

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form verbs, nouns or adjectives from the words given*).

- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once answers have been given, 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 supportive
- 2 cooperation
- 3 inspiration
- 4 influential
- 5 value
- 6 fulfil

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at each sentence and decide if a verb, 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 support
- 2 fulfilling
- 3 influence
- 4 cooperate
- 5 valuable
- 6 inspiration

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 work out
- 2 get ahead
- 3 ran into
- 4 carry out
- 5 start out

#### 4

- 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 match the phrasal verbs not used in 3 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings 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.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

#### Answers

- 1 work at
- 2 carry on
- 3 start up
- 4 get across
- 5 run away from

#### Example sentences:

- 1 I know it's hard, but if you **work at** it, you'll get better.
- 2 There's no point in **carrying on** like that; I'm not taking the job.
- 3 Dad **started up** this company as soon as he'd finished school.
- 4 His English wasn't very good, so he couldn't really **get** his meaning **across**.
- 5 Instead of **running away from** your problems, you should try to solve them.

#### 5

- 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 wish
- 1b hope
- 2a bring
- 2b take
- 3a leave
- 3b let

#### ▶ EXTENSION ACTIVITY

Individually, students write six gapped sentences using one each of the derivatives from the sets in 1 that were not used in 2. They then swap with a partner who must write the correct words in the gaps.

#### Extra Task (for early finishers)

See photocopiable material on page 150.

## Grammar 2 (SB page 75)

#### Before you read the Grammar box

- Explain to students that verbs like *believe*, *consider*, *know*, *expect* and *think* are used to report generalised opinions instead of the opinions of a particular person or group. Point out that they are often used in impersonal and personal passive structures and that they are commonly used in the media.
- Explain to/Remind students that *let* and *allow* are used to give permission, and that *make* is used to express that someone is forced to do something.

#### 1

- Read through the grammar theory with the class.
- Explain that impersonal and personal structures are

used because they do not sound as weak as 'They/People say ...' to report a generalised opinion.

• Make sure that students understand how and when to use the impersonal and personal passive structures by writing these sentences on the board and asking a student to tell you which uses an impersonal structure and which uses a personal structure.

Active: *They say today's youth are lazy.*

Passive: *It is said that today's youth are lazy.*

(impersonal), *Today's youth are said to be lazy.*  
(personal)

• Explain that *let* does not have a passive form; instead, we use *be allowed to*. Tell students that when *make* is used in the passive, it is followed by a full infinitive.

• Write the following active sentences with *let*, *allow* and *make* on the board and ask individual students to rewrite them in the passive.

1 *They will let me stay. (I will be allowed to stay.)*

2 *They have allowed me to stay. (I have been allowed to stay.)*

3 *They made me stay. (I was made to stay.)*

### 2

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to rewrite the sentence in the passive and decide which verb to use and why.

• Ask them to read the sentence and explain anything they don't understand.

• Students work individually to do the task.

• They then check their answers in pairs before checking as a class.

#### Answers

The workers were allowed to leave early.

We use the verb *be allowed to* because *let* is only used in the active voice. In the passive, we can use the verb *be allowed to*.

Read 6.2-6.3 of the Grammar Reference on page 169 with your students.

### 3

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite the sentences using an impersonal and a personal passive structure.

• Ask students to read the sentences and explain anything they don't understand.

• 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

1 It is said that 86 per cent of workers at smaller companies are happy.

Eighty-six per cent of workers at smaller companies are said to be happy.

2 It is thought that pilots are among the top ten highest paid UK jobs.

Pilots are thought to be among the top ten highest paid UK jobs.

3 It is known that Henry Ford had five failed businesses before he became a success.  
Henry Ford is known to have had five failed businesses before he became a success. →

4 It is reported that, on average, professionals born after 1982 get a different job every thirteen months.

On average, professionals born after 1982 are reported to get a different job every thirteen months.

5 It is believed that in 1989 75 per cent of Britain's wealthiest people had inherited their fortune.

In 1989 75 per cent of Britain's wealthiest people are believed to have inherited their fortune.

### 4

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use only five of the words given to complete each sentence.

• Ask students to read the sentences and explain anything they don't understand.

• Encourage students to look back at the examples in the grammar theory to help them. Remind them that *let*, *allow* and *make* are followed by certain verb forms in the active and the passive, and to look out for these.

• Students work individually to complete the task.

• They then check their answers in pairs before checking as a class.

#### Answers

1 will not let me open

2 We were made to put

3 are not allowed to send

4 colleague allowed me to use

5 will let you borrow my

#### ▶ EXTENSION ACTIVITY

Ask students to make a list of what they can and can't do at school. Ask them to use *let*, *allow* and *make* in their sentences. For example, *We are not allowed to be late for our classes.*

#### Extra Task (for early finishers)

See photocopiable material on page 150.

#### 🎧 Listening (SB page 76)

### 1

• Ask students to read the instructions and check that they understand what they have to do.

• Ask students to read the phrases and explain anything they don't understand.

• Tell students to look for words with similar meanings in the sentences.

• Students work individually to match the phrases.

• They then check their answers in pairs before checking as a class.

#### Answers

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

### 2

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the questions and options in 3 and decide what the focus of each question is by choosing from A-H.

- Ask students to read the questions and options in 3, as well as options A-H, and explain anything they don't understand.
- Ask students to underline the key words in 3 and then look for the same or similar words in 2 (*Students should underline the following in 3: 1 feel; 2 talking about; 3 think; 4 type; 5 attitude; 6 what/teaching; 7 which career; 8 both think*).
- Students work in pairs to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

1E 2C 3G 4A 5F 6B 7D 8H

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out the importance of identifying the focus of questions and explain that there are a number of different things that can be focused on. Remind them that non-verbal clues are helpful in understanding how people feel when they are talking, and that they can work this out from the tone of voice used, as well as the pitch and how loudly someone is speaking.

#### 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 quickly again.
- Remind students to pay attention to the focus of each question and the non-verbal clues provided by the speakers in order to choose the correct answers.
- 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

- 1C *You might think, 'Oh, wouldn't it be great if only I were my own boss?' but it's never easy. It means a lot of hard work, sleepless nights and money worries.*
- 2A *... I have a part-time job ... I deliver 'hot pizza in 30 minutes or less' four evenings a week.*
- 3C *Just because he works twenty hours a day, he expects everyone else to do the same!*
- 4B *All you have to do is call us on 881- 030303. It's as simple as that.* Also, the tone of voice as well as the style of the text indicate that it is an advertisement.
- 5B *... I don't see why everybody thinks so highly of her; ... I just like to judge for myself.*
- 6C *I can't stress enough how important it is to have done your homework beforehand ... That's what you're doing to yourself when you turn up unprepared.*
- 7A *... my archaeology degree can lead to other jobs, too. I might become a museum curator or a conservation officer.*
- 8C *... I'm free to choose who I work with. That freedom is the only wealth that matters to me. ... A very intelligent approach, I must say.*

See the recording script on pages 138-139.

## Speaking (SB page 77)

#### 1

- Ask students to read the three questions and answer any queries they may have about them.
- 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

Involve students in their learning by asking them if there are any issues or topics in particular they would like to discuss, and by encouraging them to bring material the class can comment on and use for a class discussion.

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Read the headings and explain anything they don't understand.
- Refer students to *Download* and choose a student to explain the tip in his/her own words. Stress the importance of linking their ideas when they speak.
- Read the phrases in the *Language Bank* and explain anything they don't understand.
- Elicit that they need to place the correct headings from 2 in the *Language Bank*.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- Getting started
- Moving on to the question
- Introducing another idea
- Referring back
- Emphasising a point
- Ending your turn

#### DOWNLOAD

- Ask students to read the information in *Download* quickly again.
- Remind students that there are two parts to this speaking task. First, they must talk about the photos and then they have to answer a related question. Explain that when they compare and describe photos, as well as when they answer the question, they will need to sequence their ideas so they are presented logically, and that they can do this with suitable phrases to link their ideas.

#### 3

- Go through the *Language Bank* quickly again with the students and make sure they understand the phrases

and how to use them.

- 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 possible drawbacks of each working environment. Student B must reply to one question about the working environment that would suit them better. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about whose work is more important. Student A must reply to one question about which of the two jobs would be closer to what they want to do.*)
- 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 78-79)

### Letter: Giving your opinion in a letter

• Ask students to read the information on letters and giving their opinions. Explain that they will have a choice between writing a letter or an essay on the same topic. Tell them they may be asked to write a letter to a person they don't know who has been in the news, and that they will have to give their opinion about something the person has done. Stress that they must provide points in support of their opinion, as they would in an essay, but because it is a letter they should write in a more personal, polite and informal way. Point out that they can get ideas for their letter by reading the essay option.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that first they have to determine what the issue is, and then they have to discuss it in class and give their opinion on it.
- Ask students to read the writing tasks and explain anything they don't understand.
- Discuss as a class and take a class vote to see how many are for and how many are against the idea.

#### Answers

Students' own answers

The issue is whether it is wise to take a well-paid job rather than finish your studies first.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the extracts and explain anything they don't understand.
- Explain to students that the extracts make the same point, but they use different writing styles. Ask them how and why they are different. Elicit that the essay is more formal in tone because it is impersonal and not directed at any particular person; elicit that the letter is friendlier and more personal because it is directed to a certain person.

#### Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write a paragraph making the same point as the essay, but in the form of a letter with a personal style.
- Ask students to read the essay extract and explain anything they don't understand.
- Ask students how they can make the same point in a more personal style and elicit that they can address the person directly, use contracted forms for a more informal style, and avoid very formal language such as *Furthermore*.
- Students work individually to write their paragraphs.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, ask some of them to read out their paragraphs.

#### Answers

Students' own answers, but possible answer: You'll also have more choices early in life if you establish your career at a young age. For example, you'll be in a better position to get married, have a family or even start your own business if you want to.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and the letter and essay topics, and explain anything they don't understand.
- Explain that by looking at the essay topic, they can get ideas for their letter and it will help them to form their opinion on the issue.
- Point out that they can be for or against an issue as long as they support their opinion.
- Students work individually to complete the task.
- They then compare their answer in pairs before checking as a class.

#### Answer

Yes

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit/Explain that the letter was written in answer to the question in 4 and that the questions will help them to analyse the task in order to understand it better.
- 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. Then look at the questions in depth to analyse the task. Make sure students understand they need to circle the disadvantages and underline the advantages.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

- 1 No
- 2 Yes
- 3 Students should circle: *takes up a lot of your time and energy, get up early every morning and pressure at work can be very stressful.*
- 4 Students should underline: *it gets us out of the house, a feeling of achievement, a fulfilling daily routine and the company of your work colleagues.*
- 5 Yes

6

- 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 sentences, and explain anything they don't understand.
- Explain that they should aim to use a wide range of vocabulary as this makes their writing richer and more interesting.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.
- Once answers have been checked, 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.

#### Answers

- 1 responsibility
- 2 frustrating
- 3 admiration, courageous
- 4 attitude
- 5 rewarding

#### LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use a broad range of vocabulary in their writing.

#### EXTENSION ACTIVITY

Time permitting, have a class debate about the pros and cons of working. Divide the class into two teams and nominate a speaker for each one. Give them enough time to write down their ideas in support of their view.

7

- Read the task out to students and explain anything they don't understand.
- Remind them to use the information in the essay task to help them form their opinion for the letter task. Tell them they must write the letter, not the essay.
- Go over the *Plan* with the students.
- Ask students to make notes for their paragraphs 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.
- Remind students to write in a personal, informal way and to address their reader directly. Remind them to show understanding of both sides of the issue and to support their opinion with examples. Tell them they can use direct questions to make a point.

## Reload 6 (SB page 80)

#### Objectives

- To revise vocabulary and grammar from Unit 6.

#### Revision

- Tell students that Reload 6 revises the material they saw in Unit 6.
- 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 say what it involves.
- 2 and 3: Revise the adjectives for describing jobs. Write the adjectives on the board and ask students to tell you what they mean and then to match them with the jobs.
- 4: Ask students to explain what the work words mean and then to use them in sentences.

##### Vocabulary 2

- 1 and 2: Practise word formation. Write the verbs on the board and ask students to give you the noun and adjective forms. Then they must use one of the derivatives in a sentence.
- 3 and 4: Practise phrasal verbs. Write these phrasal verbs on the board: *carry on, carry out, get across, get ahead, run away from, run into, start out, start up, work at, work out*. Then ask individual students

to come to the board and write sentences using the phrasal verbs.

- 5: Practise commonly confused words. Write these pairs of words on the board and ask students to tell you the difference between them. They can give you definitions or use them in sentences that show the difference: *hope/wish; bring/take; leave/let.*

### Grammar Revision

#### Grammar 1

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

- Revise the passive voice by writing these sentences on the board and asking students to complete them with the correct form of the verb given.

- 1 Jason doesn't like \_\_\_\_ (tell) what to do. (being told)
- 2 Karen \_\_\_\_ (fire) by the boss yesterday. (was fired)
- 3 All customers should \_\_\_\_ (give) a receipt as proof of purchase. (be given)
- 4 When is the successful candidate likely \_\_\_\_ (choose)? (to be chosen)
- 5 The application form \_\_\_\_ (send) to you shortly. (will be/is going to be sent)

#### Grammar 2

Practise the passive: impersonal and personal structures.

- Write these active sentences on the board and ask students to give you the impersonal and personal passive forms.

- 1 They consider the future to be bright. (It is considered that the future is bright. / The future is considered to be bright.)

2 People think Bill Gates is a genius. (It is thought that Bill Gates is a genius. / Bill Gates is thought to be a genius.)

3 They don't expect the economy to improve. (It is not expected that the economy will improve. / The economy is not expected to improve.)

Practise the passive: *let, allow* and *make*.

- Write these active sentences on the board and ask students to give you the passive forms.

- 1 They won't allow me to take the day off. (I won't be allowed to take the day off.)
- 2 My parents let me find a part-time job. (I was allowed to find a part-time job.)
- 3 The boss made me mop the floor! (I was made to mop the floor by the boss.)

- Students are now ready to do Reload 6.
- 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

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

##### Grammar

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

**Objectives**

- To revise vocabulary and grammar from Units 5 and 6.

**Revision**

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- 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 lifestyles.

Unit 5, Vocabulary 1, Exercise 1: Ask students the following questions about lifestyles.

- 1 *What is the inside of a private jet like? (luxurious, comfortable, nicely decorated)*
- 2 *What does a gym membership usually include? (use of exercise equipment, swimming pools, aerobics and other keep-fit classes)*
- 3 *What are some common home-grown vegetables? (tomatoes, beans, peppers, spinach, etc)*
- 4 *What does a terraced house look like? (exactly the same as its neighbours, to which it is attached)*
- 5 *What do you think a good work-life balance is? (working normal hours and having enough time to enjoy life, friends and family)*
- 6 *Can you name a 5-star hotel? (Grande Bretagne in Athens, etc)*
- 7 *Where would you go horse-riding? (on the beach, in the countryside)*
- 8 *What is your idea of an exotic holiday destination? (Fiji, Tahiti, Peru, etc)*
- 9 *What DIY projects could you do? (paint the house, fix a broken fence, create a nice garden)*
- 10 *What do you expect to find at a villa? (large rooms, beautiful views, a swimming pool, a beautiful garden, etc)*
- 11 *What do you need for a camping holiday? (a tent, a caravan, portable equipment)*
- 12 *What are some extreme sports? (bungee jumping, white-water rafting, parkour, paragliding, etc)*

Revise words related to money.

Unit 5, Vocabulary 1, Exercise 2: Ask students the following questions.

- 1 *What's another word for 'rich'? (wealthy)*
- 2 *What does 'broke' mean? (having no money; the opposite of 'rich')*
- 3 *What is the opposite of 'deposit'? (withdraw)*
- 4 *What does 'owe' mean? (you must give back*

*money you received from someone or a bank)*

- 5 *What is a mortgage? (a loan to buy a home)*
- 6 *Apart from cash and credit cards, what else can you use to pay for something? (a cheque)*
- 7 *What are two areas of the study of money? (finance and economics)*
- 8 *What should you get when you buy something? (a receipt)*
- 9 *What is another word for 'entrepreneur'? (businessman/businesswoman)*
- 10 *What is another word for 'employee'? (worker)*

Revise compound nouns.

Unit 5, Vocabulary 1, Exercises 3 and 4: Write *account*, *credit* and *rate* on the board in one column. Write *card*, *current*, *interest*, *savings*, *tax* and *rating* in another column. Ask individual students to match the words to form compound nouns.

*(credit card, current account, interest rate, savings account, tax rate, credit rating)*

Revise jobs.

Unit 6, Vocabulary 1, Exercise 1: Ask students the following questions about the jobs.

- 1 *Who performs operations? (a surgeon)*
- 2 *Who creates artistic forms from materials like clay or marble? (a sculptor)*
- 3 *Who learns a trade from a skilled person? (an apprentice)*
- 4 *Who controls a group of workers? (a manager)*
- 5 *Who deals with customers at a hotel or office? (a receptionist)*
- 6 *Who does unskilled work with their hands? (a labourer)*

Revise adjectives that describe jobs.

Unit 6, Vocabulary 1, Exercises 2 and 3: Read out the adjectives one by one and ask individual students to write them on the board. Check spelling as a class then ask another student to explain what the adjective means and to suggest a job that it can describe. *(artistic, demanding, hazardous, rewarding, strenuous, tedious)*

Revise words for work.

Unit 6, Vocabulary 1, Exercise 4: Write the words on the board. Then read out the following definitions and ask students to match them to the words.

- 1 *Time that you work in addition to your normal working hours: overtime*
- 2 *Chances or opportunities for success or wealth: prospects*
- 3 *A person others see as an example they should copy: role model*
- 4 *A period of time in which different groups of workers do the same jobs: shift*
- 5 *Watching and directing someone's work: supervision*
- 6 *Unoccupied positions or jobs: vacancy*

Revise collocations and expressions.

Unit 5, Vocabulary 2, Exercise 1: Write the expressions on the board and read out the definitions one by one. Ask individual students to match them and then use

them in sentences.

- 1 *feel very well and healthy: feel like a million dollars*
- 2 *not be wealthy: not made of money*
- 3 *not have enough money to do something: strapped for cash*
- 4 *not have much money: haven't got two cents to rub together*
- 5 *if you're going to take a risk at all, you might as well take a big risk: in for a penny, in for a pound*

Revise word formation.

Unit 5, Vocabulary 2, Exercises 2 and 3: Replicate the table from page 62 of the Student's Book on the board, including the three headings (Verb, Noun, Adjective) and one each of the words in any group. Ask individual students to complete the groups of words.

Unit 6, Vocabulary 2, Exercises 1 and 2: Read out the verbs one by one and ask individual students to tell you the noun and adjective forms.

Revise prepositions.

Unit 5, Vocabulary 2, Exercise 4: Write the prepositions *at*, *in* and *on* on the board. Then write the following gapped prepositional phrases. Ask individual students to complete the gaps with the correct preposition.

- 1 \_\_\_\_\_ *credit (on)*
- 2 \_\_\_\_\_ *risk of (at)*
- 3 \_\_\_\_\_ *luck (in)*
- 4 \_\_\_\_\_ *loan (on)*
- 5 \_\_\_\_\_ *practice (in)*
- 6 \_\_\_\_\_ *a profit (at)*
- 7 \_\_\_\_\_ *debt (in)*
- 8 \_\_\_\_\_ *average (on)*
- 9 \_\_\_\_\_ *a loss (at)*

Revise phrasal verbs.

Unit 6, Vocabulary 2, Exercises 3 and 4: Write these phrasal verbs on the board and ask students to use them in sentences: *work at*, *work out*, *get across*, *get ahead*, *run into*, *run away from*, *carry on*, *carry out*, *start out*, *start up*.

Revise commonly confused words.

Unit 6, Vocabulary 2, Exercise 5: Write these sentences on the board. Ask students to tell you the correct option and to use the other word in a sentence.

- 1 *I hope / wish I get a promotion soon. (hope)*
- 2 *Please bring / take me the blue folder. (bring)*
- 3 *The police didn't leave / let us enter the building. (let)*

## Grammar Revision

Revise modals.

• Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences and ask students which function they express.

*(ability, permission, requests, offers, suggestions, obligation, (lack of) necessity, advice, criticism, prohibition, possibility, deduction)*

- 1 *You could ask Mum for the money; she might give it to you. (suggestion)*
- 2 *No one is allowed to leave the building. (permission)*
- 3 *You mustn't be late for work. (prohibition)*
- 4 *Can you lend me some money, please? (request)*
- 5 *We haven't been able to find a good candidate. (ability)*
- 6 *You needn't have gone to the bank; I went earlier.*

*(lack of necessity)*

- 7 *They may have closed the business, but I'm not sure. (possibility)*
- 8 *You ought to look for a better-paid job. (advice)*
- 9 *The manager shouldn't have shouted at you like that. (criticism)*
- 10 *Jim can't have bought a new phone; he's broke! (deduction)*
- 11 *Would you like me to wrap that for you? (offer)*
- 12 *You must lock the door when you leave. (obligation)*

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 should employ more workers. (More workers should be employed.)*
- 2 *He advised me to look for a new job. (I was advised to look for a new job.)*
- 3 *They won't pay the workers for overtime. (The workers won't be paid for overtime.)*
- 4 *I was offered the job and it was fantastic. (Being offered the job was fantastic.)*
- 5 *They had robbed the same bank before. (The same bank had been robbed before.)*
- 6 *Higher unemployment can increase crime. (Crime can be increased by higher unemployment.)*

Revise the passive: impersonal and personal structures, *let*, *allow* and *make*.

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

- 1 *Teenagers are known to be rebellious. (It is known that teenagers are rebellious.)*
- 2 *It is expected that the businessman will buy the football team. (The businessman is expected to buy the football team.)*
- 3 *The celebrity is believed to be broke. (It is believed that the celebrity is broke.)*
- 4 *It is reported that the economy is improving. (The economy is reported to be improving.)*

• Write the following sentences on the board and ask students to explain how they differ in meaning:

- 1 *The bank didn't call the police. Instead... (The manager was made to return the money. (the manager was forced to do so))*
- 2 *they let the manager return the money. (the manager had permission to do so)*
- 3 *the manager was allowed to return the money. (the manager had permission to do so)*

- Students are now ready to do Progress Review 3.
- 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.

**Vocabulary  
Answers**

- 1**  
**1** private  
**2** account  
**3** extreme  
**4** home-grown  
**5** rates  
**6** terraced  
**7** credit  
**8** membership

- 2**  
**1** economise  
**2** financial  
**3** influential  
**4** fulfilling  
**5** supportive  
**6** cooperation  
**7** withdrawal

- 3**  
**1** in  
**2** on  
**3** at  
**4** on  
**5** up  
**6** ahead  
**7** into  
**8** out

- 4**  
**1c 2b 3a 4a 5a 6c**

**Grammar  
Answers**

- 1**  
**1** Were  
**2** be  
**3** must  
**4** have  
**5** been  
**6** need/have  
**7** like  
**8** could

- 2**  
**1** are not allowed to use  
**2** Would you like me to  
**3** needn't have borrowed  
**4** can't have got  
**5** shouldn't/ought not to have quit  
**6** weren't able to convince

- 3**  
**1** have been produced  
**2** had been exchanged  
**3** to be used/being used  
**4** is called  
**5** is believed  
**6** weren't minted  
**7** was poured  
**8** be developed

- 4**  
**1** to have minted  
**2** was allowed  
**3** give  
**4** is known  
**5** let me drive  
**6** ✓  
**7** have been reported/are reported