

UNIT 5 ON THE JOB

IN THIS UNIT YOU

- learn language to talk about jobs, workplaces and schedules, and to tell the time
- read an article about different people's jobs
- learn to get someone's attention, for example, to ask the time
- listen to a phone call about a job application
- write a job seeker profile
- learn ways to practise listening
- watch a video about different jobs

UNIT TOPIC



Look at the pictures in the unit.
Tick (✓) three things this unit is about.

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> work | <input type="checkbox"/> animals |
| <input type="checkbox"/> hobbies | <input type="checkbox"/> routines |
| <input type="checkbox"/> holidays | <input type="checkbox"/> time |

READING

organising information

Look at page 58. Where do all the people work?

SPEAKING

getting someone's attention

How do you say 'excuse me' in your language?

**STUDY
SKILLS
LISTENING**

Do you listen to English?
Where/How can you listen to English in your country?

A  **42** Listen and write the name of the place next to the correct symbol below.

bus station café hospital hotel museum park restaurant shopping centre supermarket train station

B  Work in pairs. Are the words in Exercise A similar in your language?



 (1) _____

 (2) _____

 (3) _____

 (4) _____



(5)  _____

 (6) _____

(7)  _____

 (8) _____

 (9) _____

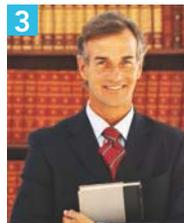
 (10) _____



VOCABULARY: jobs

A 43 Listen and match the words in the box to the correct photo.

- accountant doctor driver engineer journalist lawyer manager
 nurse receptionist shop assistant stay-at-home dad/mum waiter/waitress



B Work in pairs. Talk about people you know with the jobs in Exercise A.

A: My father is an engineer.

B: My friend's brother is a waiter in a restaurant.

WHAT'S RIGHT?

- My mother is a receptionist.
 My mother is receptionist.

GRAMMAR: present simple – statements

A LANGUAGE IN CONTEXT Read the texts about the people's jobs and choose the places where they work.

- a) school c) supermarket e) park
 b) shopping centre d) restaurant f) hospital

SPRINGVIEW SCHOOL: 10 Year Reunion *Where are they now?*



NEIL BAKER:

I'm still at school! But I'm not a student, I'm a teacher now. I teach French and Spanish. The students have classes from Monday to Friday, but I work every day! It's a hard job, but I like it. And I don't teach in July and August!



JENNY BELL:

*I work with my husband. We **work** in a hospital. I'm a nurse. I **work** in the evening and at the weekend. My husband isn't a nurse – he's a doctor. **He works** in the evening, too, but he doesn't work at the weekend. We **like** the hospital.*



JASON BURKE:

I don't like my job. I'm a waiter. I work in a busy restaurant. I work six days a week. I don't work on Tuesdays. My job starts in the morning, and it finishes at night. It's a difficult job.



NOTICE!

Look at the words in **bold**. What form of the verb **work** do we use with **I** and we? What form of the verb **work** do we use with **he**?

B ANALYSE Read the text in Exercise A again.

Function

We use the present simple to talk about facts and routines.
I am a waitress. I work in a restaurant.

Form Complete the table.

subject + verb			subject + don't/doesn't + base form		
Affirmative			Negative		
I/You We/They	(1) _____	French and Spanish.	I/You We/They	(3) _____	in July and August.
He/She	(2) _____	in the evening.	He/She	(4) _____	at the weekend.
It	starts	in the morning.	It	doesn't start	at night.

Spelling rules

We usually make the affirmative form of the verb used with *he, she* or *it* by adding -s (e.g. *I work – he works, you start – she starts*). Also:

With verbs ending in ...	we ...
-s, -sh, -ch, -z, -x, -o (<i>watch, finish, go</i>)	add -es (<i>watches, finishes, goes</i>)

have

There are two forms of the verb *have*:
 I/You/We/They *have* a good job. He/She *has* a good job.

WHAT'S RIGHT?

- He works on Fridays.
- He doesn't work on Fridays.
- He no work on Fridays.
- He doesn't works on Fridays.

C PRACTISE Choose the correct option to complete the sentences.

- We're shop assistants. We *not like / don't like* our job.
- Jim is a bus driver. He *don't like / doesn't like* his job.
- I work in a restaurant. My job *start / starts* in the afternoon.
- Simona is a teacher. She *teach / teaches* from Monday to Friday.
- You're a waitress. You *work / works* in a restaurant.
- My grandmother is 63 and my grandfather is 67.
They *don't work / doesn't work*.

D **NOW YOU DO IT** Work in pairs. Tell your partner about a friend or family member's job.

*My friend Sara is a journalist. She works at the weekend and at night.
 She likes her job. She can work at home!*

HOW TO SAY IT

- at the weekend
- on (Mondays)
- in the morning/afternoon/evening
- at night
- in December

PRONUNCIATION: one-, two- and three-syllable words

A **44** Listen to the words. How many syllables are there?

Write 1, 2 or 3 in the boxes.

hotel nurse museum hospital park doctor job waiter engineer

B **44** Listen again. How many syllables are stressed in each word?

Underline the stressed syllables you hear.

C Work in pairs. Practise saying the words with the correct stress.

- | | | |
|-----------|-----------|------------|
| 1 station | 3 café | 5 waitress |
| 2 school | 4 manager | 6 teacher |

READING: organising information

To help you understand or remember important information, organise it into a table. Later, you can study the table to remember the information. This is faster than reading the article again.

A Read the article. Who doesn't like their job?

Working from home

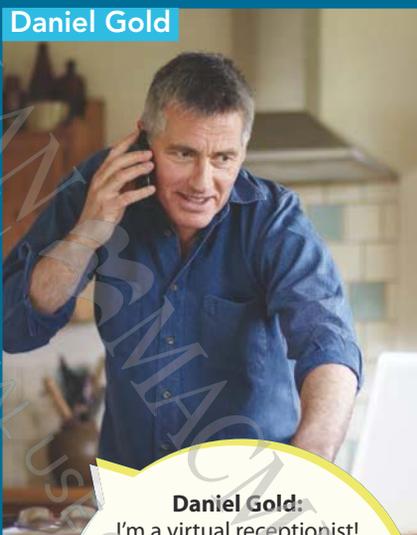
What kinds of jobs can you do at home?

Theresa Green



Theresa Green:
I have my own business. I design T-shirts and make them at home. Then I sell the T-shirts online. My children help me. I don't make a lot of money, but I like my job. It's easy, and it's fun. I work every day in the morning.

Daniel Gold



Daniel Gold:
I'm a virtual receptionist! I don't work in an office. I work at home. I answer the telephone and I write letters. I work from 9.00–5.00, from Monday to Friday. I don't like my job. It's easy, but it isn't interesting. And I live alone, so it's lonely!

Will Mitchell



Will Mitchell:
I don't have a job. But I work every day! I'm a stay-at-home dad. My wife works in an office. We have one son and two daughters. I work on Monday, Tuesday, Wednesday ... every day, in the morning, in the afternoon and in the evening. It's difficult, but I love my family, so I love my work. It's never boring!

B Read the information and complete the table. Write the jobs for Daniel and Will and put a tick (✓) or a cross (x) in the boxes to answer the questions.

	Theresa Green	Daniel Gold	Will Mitchell
Job	T-shirt designer		
1 Who has children?			
2 Who likes their job?			
3 Who works in the evening?			
4 Who spends time on the phone?			
5 Who works at the weekend?			
6 Who has an easy job?			

C Work in pairs. Study the table in Exercise B. Then close your book and tell your partner everything you remember about one person.

GRAMMAR: present simple – yes/no questions

A LANGUAGE IN CONTEXT Read the conversation. What days does Rebecca work?

Rebecca: Hi, Nicola! Guess what? I have a job now!

Nicola: Hi, Rebecca! Really? What is it?

Rebecca: I'm a shop assistant in a big shopping centre. Look, here's a photo.

Nicola: Oh, yes, it is big! Do you work every day?

Rebecca: No, I **don't**. I work from Tuesday to Saturday in the afternoons.

Nicola: Does the shopping centre close late on Mondays?

Rebecca: No, it **doesn't**. It closes late on Fridays and Saturdays.

NOTICE!

Look at the underlined questions. What is the first word in each one?

B ANALYSE Read the conversation in Exercise A again.

Form Complete the table.

do/does + subject + base form

Yes/No questions		Short answers	
(1) _____	I/you/we/they	work every day?	Yes, I/you/we/they do. No, I/you/we/they (3) _____.
(2) _____	he/she	finish late?	Yes, he/she/it does. No, he/she/it (4) _____.
	it	close late?	

C PRACTISE Write the words in the correct order to make questions.

- have / your mother / a job / does / ?

- late / your English class / end / does / ?

- you / a job / do / have / ?

- at the weekend / do / study / you / ?

- your friends / do / English / like / ?

- does / work / your father / in an office / ?

- you / have / do / children / ?

- your best friend / does / alone / live / ?

WHAT'S RIGHT?

- A:** Does your mother work?
 B: Yes, she do.
 B: Yes, she does.

D NOW YOU DO IT Work in pairs. Take turns asking and answering the questions in Exercise C.

- A:** Does your mother have a job?
B: Yes, she does. She's a nurse.

VOCABULARY: telling the time

A  **45** What time is it? Listen and repeat the times.



B  **46** Listen to people asking about the time. Tick (✓) the time it is now.

- | | | |
|---|-------------------------------|-------------------------------|
| 1 | <input type="checkbox"/> 7.45 | <input type="checkbox"/> 9.45 |
| 2 | <input type="checkbox"/> 1.30 | <input type="checkbox"/> 2.30 |
| 3 | <input type="checkbox"/> 5.25 | <input type="checkbox"/> 5.35 |
| 4 | <input type="checkbox"/> 3.00 | <input type="checkbox"/> 3.15 |

WHAT'S RIGHT?

- It's one fifteen.
 It's one fifteen o'clock.
 They're three o'clock.

C  Complete the sentences about you. Then work in pairs and compare your sentences.

- I go to work/university at _____.
- I go home at _____.
- My _____ class starts at _____.
- My _____ goes to work at _____.
- My _____ finishes work at _____.

HOW TO SAY IT

Seven am or seven in the morning
 Two pm or two in the afternoon
 Nine pm or nine in the evening

SPEAKING: getting someone's attention

 To get someone's attention politely, use *Excuse me*, *Pardon me* or *Sorry*.

A  **47** Listen to the conversations. Match the phrase for getting attention to the question the speaker wants to ask. One question is not used.

- | | |
|--------------|-------------------------------|
| 1 Excuse me, | a) do you have a pencil? |
| 2 Pardon me, | b) what time is it? |
| 3 Sorry, | c) is he your teacher? |
| | d) is this your mobile phone? |

B Complete the questions with your own ideas.

- Excuse me, _____?
- Pardon me, _____?
- Sorry, _____?

C  Walk around the room. Get someone's attention and ask your questions. Answer other people's questions.



LISTENING: to a telephone conversation

A Read the two job adverts. Which job do you want? Why?

WAITER/WAITRESS
 Claremont Hotel
 Work evenings
 Call 01408-590-890

Grand Park Hotel
 RECEPTIONIST
 Work mornings and weekends
 Call 01408-537-637

B **48** Listen to the phone call and tick (✓) the job Marc is interested in.

waiter receptionist

C **48** Listen to the phone call again and complete Marc's notes. Then compare with a partner.

Work hours:

(1) _____ pm to

(2) _____ pm

Work days:

(3) _____ to (4) _____

Time of interview:

(5) _____

Location of hotel:

(6) _____

WRITING: a job seeker profile

A Read the job seeker profile. Which of these jobs can Jason do?

a) shop assistant in a computer shop b) guitar teacher c) Japanese teacher

JOB SEARCH

1 Name: Jason Cooper 2 Age: 20

3 Occupation: music student

4 Place of work/study: Lane College

5 Languages: English, Spanish and Welsh

6 Interests: music, travel, sport

7 Skills: I can drive. I can teach English or Welsh.
I can play the guitar and piano. I can sing. I have basic computer skills.

8 Days available: Monday, Tuesday, Wednesday and weekends

9 Times available: afternoons after 5.00pm and weekends from 9.00am to 6.00pm

B Write your own job seeker profile.

JOB SEARCH

1 Name: _____ 2 Age: _____

3 Occupation: _____

4 Place of work/study: _____

5 Languages: _____

6 Interests: _____

7 Skills: _____

8 Days available: _____

9 Times available: _____

C Work in pairs. Compare your profiles.

A: You can speak Spanish, but I can't.

B: I like travel, and you like travel, too.

StudySkills

EASY LISTENING

A Think about listening in English. What's easy for you? What's difficult? Rank the situations from 1 (easy) to 5 (difficult).

- _____ Listening to the teacher
- _____ Listening to a classmate
- _____ Listening to the class CD
- _____ Listening to a phone call
- _____ Listening to a film or TV show
- _____ Listening to native English speakers
- _____ Listening to someone who speaks my native language
- _____ Listening to an announcement (for example, at the airport or on a bus)

B  Share your answers with a partner. Are any of your answers the same?

LISTENING FOR DIFFERENT PURPOSES

A Look at three situations. What is the best listening skill to use in each situation? Match the situations 1-3 to the listening skills a-c below.



- a) Listen carefully for all the information.
- b) Try to understand the main idea.
- c) Listen carefully for the information you need.

B Read these announcements. What is the best listening skill to use in this situation?

- 1 The train to Manchester is on platform _____. It departs at _____ am.
- 2 The train to Paris is on platform _____. It departs at _____ pm.
- 3 The train to Cardiff is on platform _____. It departs at _____ pm.

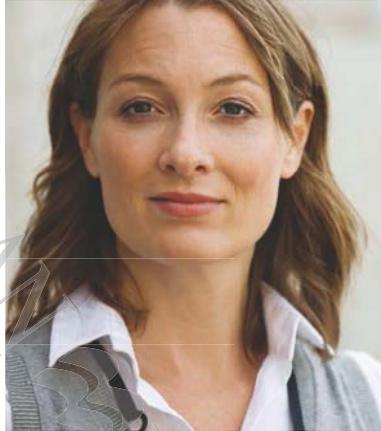
C  49 Listen and complete the announcements in Exercise B.

MY WAY TO PRACTISE ... LISTENING

A Read about how these students practise listening. Which student is like you?



Mari: I listen to the class CD. First I read the textbook at the same time. Then I close the book and just listen.



Sabine: My friends and I make phone calls in English. We can practise speaking and listening at the same time.



Carlos: I like English songs. I find videos on the internet that show the words. I read and listen at the same time. Then I sing the songs!

B Tick (✓) the things you do to practise listening.

- 1 I listen when my classmates are speaking.
- 2 I listen to the class CD at home.
- 3 I watch English videos on the internet.
- 4 I listen to English songs.
- 5 My friends and I make phone calls in English.
- 6 I listen to the radio in English.
- 7 I watch English films.
- 8 I watch English TV shows.

C  **Work in pairs or in groups. Share your answers from Exercise B. Talk about more ideas to practise listening.**

A: I listen to the class CD two or three times.

B: Yes, I also read the audio scripts. Then I listen to the CD again.

SET A GOAL:

Write one new way you plan to practise listening:



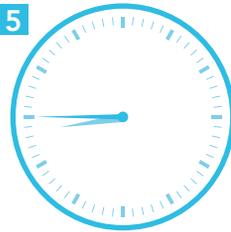
Language wrap-up

1 VOCABULARY

A Choose the correct option to complete the sentences. (5 points)

- 1 They work in a shopping centre. They're stay-at-home dads / shop assistants.
- 2 I work in a restaurant. I'm an engineer / a waiter.
- 3 You work in a hospital. You're a nurse / a teacher.
- 4 We write for newspapers. We're accountants / journalists.
- 5 She helps people who are sick. She's a receptionist / a doctor.

B Write the time in words. (5 points)

1  2  3  4  5 

It's _____

8 – 10 correct: I can identify places and jobs. I can tell the time.

0 – 7 correct: Look again at the Opener and the Vocabulary sections on pages 55, 56 and 60.

SCORE: /10

2 GRAMMAR

A Complete the sentences with the correct form of the verb in brackets. (5 points)

- 1 We work from Monday to Friday only. We _____ (not work) at weekends.
- 2 She works at home. She _____ (not drive) to the office.
- 3 My mother _____ (teach) English at a local school.
- 4 I _____ (not have) a job right now.
- 5 My friends _____ (play) football on Fridays.

B Complete the conversation. (5 points)

- A: (1) _____ you have a job?
B: Yes, I (2) _____. I work in a restaurant.
A: (3) _____ your brother work in a restaurant, too?
B: No, he (4) _____. He's an engineer.
A: Does he like his job?
B: Yes, he (5) _____.

8 – 10 correct: I can make statements and ask and answer questions in the present simple.

0 – 7 correct: Look again at the Grammar sections on pages 56 and 59.

SCORE: /10

WRITING WORKSHOP

writing a job seeker profile

A Read the job seeker profile on page 61 again. Now look at Jason's personal statement below. What information does he include on his personal statement? Tick (✓) the subjects.

- name and age
- occupation
- university classes
- interests
- skills
- favourite singers
- schedule
- friends' jobs

JOB SEARCH

10 Personal statement: I am a music student at Lane College. I study the piano and the guitar. I work as a school football coach and I teach the piano to children. I can speak three languages: English, Spanish and Welsh. I can drive, but I don't have a car. I have classes during the week, but I can work in the afternoon after 5.00pm. I can work from 9–6 at the weekend. In my free time, I like playing music. I like sports and travel, too.



B Read the personal statement again and choose the correct options to complete the rules.

- 1 To join two similar ideas, we use *and* / *but*.
- 2 To contrast two different ideas, we use *and* / *but*.

C Look at your notes from page 61. Then write a personal statement for your job seeker profile.

D Look back at your writing and check:

- Do you give information about your work and skills?
- Do you have at least one sentence per topic?
- Are the sentences on the same topic next to each other?

E Exchange your writing with a partner. Read your partner's personal statement. Answer the questions.

- 1 My partner can _____.
- 2 He/She likes _____.

F  Suggest a good job for your partner.

You speak German. You can be a German teacher.