

# UNIT 5 ON THE JOB

The **expression on the job** means *while you are working*, especially in the sense of learning skills through doing a job, as in *Trainee journalists soon learn the importance of deadlines on the job*.

## Unit plan

<b>Unit opener</b>	(SB p. 54)	15 min.
<b>Vocabulary:</b> jobs	(SB p. 56)	20 min.
<b>Grammar:</b> present simple – statements	(SB p. 56)	40 min.
<b>Pronunciation:</b> one-, two- and three-syllable words	(SB p. 57)	20 min.
<b>Reading:</b> organising information	(SB p. 58)	30 min.
<b>Grammar:</b> present simple – <i>yes/no</i> questions	(SB p. 59)	40 min.
<b>Vocabulary:</b> telling the time	(SB p. 60)	30 min.
<b>Speaking:</b> getting someone's attention	(SB p. 60)	30 min.
<b>Listening:</b> to a telephone conversation	(SB p. 61)	25 min.
<b>Writing:</b> a job seeker profile	(SB p. 61)	30 min.
<b>StudySkills</b>	(SB p. 62)	45 min.
• Easy listening	(SB p. 62)	
• Listening for different purposes	(SB p. 62)	
• My way to practise ... listening	(SB p. 63)	
<b>Language wrap-up</b>	(SB p. 64)	
<b>Writing workshop:</b> writing a job seeker profile	(SB p. 65)	
<b>Video and downloadable video worksheet</b>		

## Competences table

Unit 5	Competence developed
<b>Opener</b>	can name and understand places in a town
<b>Vocabulary</b>	can understand and use names of jobs
<b>Grammar</b>	can understand and use affirmative and negative statements in the present simple
<b>Pronunciation</b>	can correctly pronounce one-, two- and three- syllable words
<b>Reading</b>	can understand a simple article
<b>Grammar</b>	can understand and use <i>yes/no</i> questions in the present simple
<b>Vocabulary</b>	can tell the time
<b>Speaking</b>	can understand and use phrases for getting someone's attention
<b>Listening</b>	can understand and make notes about a simple telephone conversation
<b>Writing</b>	can complete a job seeker profile
<b>StudySkills</b>	can use different strategies to practise listening

## Recycling points

article *a/an* • possessive apostrophe • *can/can't* for ability • *be* – *yes/no* questions • family • days of the week

## Unit opener (p. 54)

### Lead-in

Explain that the students are going to find out what the unit topics are. Explain that three of the topics listed are topics in the unit. Have the students look at the opening photo and the other illustrations in the unit. Ask them what they think all the illustrations show. Direct them to the possible unit topics and make sure the students understand what each of these topics means. Then have them tick the three topics of the unit.

### Answers

work, routines, time

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

### Reading: organising information

Have the students look at p. 58 to find out where the people work.

### Answer

in the home

### Speaking: getting someone's attention

Ask the students how they say 'excuse me' in their language.

Refer the students to the **StudySkills** panel. Ask them how they feel about listening to people talk in English. Listen to their answers with the class. Then ask them to suggest places and ways in which they can listen to English in their country. Write their ideas on the board. Explain that in this unit, they will learn some useful skills for practising listening.

### A 42

- See the Answers for the **audioscript**.
- Ask the students to read the words in the box. Make sure they understand that *bus station*, *train station* and *shopping centre* are two-word nouns.
- Read the instructions to the class and play the recording for the students to write the words next to the correct symbols. Play it again if necessary.
- Play the recording again for the students to listen and repeat the words.
- **Highlight** the fact that in the two-word nouns, the first word carries the main stress: *bus station*, *shopping centre*, *supermarket*, *train station*.

### Answers

1 café	5 bus station	8 train station
2 shopping centre	6 museum	9 hospital
3 restaurant	7 supermarket	10 hotel
4 park		

### B

- In pairs, ask them to look at the words in Ex. A and say if any of them look similar in their language. If the students use a different alphabet from the English alphabet, ask them to say the words aloud in their language.

- Listen to the students' ideas as a class. Point out that in the words *hospital* and *restaurant*, the stress is on the first syllable. Point out that *hotel* is stressed on the final syllable.

### Extra: speaking

Have the students think of some places in their town or city that they visit during the week. Tell them some of the places you visit, e.g. *I visit the park and a café every week*. **Highlight** the fact that if there is only one of these places in their town or city, they should use the definite article *the* to talk about it, e.g. *the airport, the park, the bus station*. If there are more than one of these places and the city is very big, they should use the indefinite article *a/an*, e.g. *a restaurant, a café, a shopping centre*. Put the students into groups of four or five to make a list of the places they visit.

### ▶ Workbook p. 28, Section 1



## Vocabulary: jobs (p. 56)

### Lead-in

Remind the students that they already know some words for jobs that end in *-er*. Write the word *dancer* on the board. Ask the class to tell you some more jobs that end in *-er*. Elicit *singer*, *teacher*, *worker* and *painter*. Note that you may have to provide the first letter when eliciting these words. Alternatively, you could mime these jobs for the students to guess.

### A 43

- See the Answers for the **audioscript**.
- Ask the students to read the words in the box. Tell them that they will hear the words in the recording and they should write the number of the correct photo in the matching box. Play the recording, pausing after each word to give the students time to write the numbers.
- Check the answers with the whole class. Point out that other words can be added to the word *driver* to specify the kind of vehicle a person drives, e.g. *taxi driver*, *bus driver*, *truck driver*, but that *car driver* is not a job. If someone drives professionally, we say *chauffeur*.

### Answers

1 doctor	7 engineer
2 waiter/waitress	8 journalist
3 lawyer	9 stay-at-home dad/mum
4 shop assistant	10 driver
5 receptionist	11 manager
6 nurse	12 accountant

## Alternative

Have the students work in pairs and match the words to the photos before listening. Some of the words may be cognates and others they may be able to guess successfully. Play the recording so that they can compare their predictions with the correct answers.

### B

- Ask the students to look at the **What's right?** box. Then direct them to the model conversation to decide which sentence is correct (My mother is a receptionist.). Elicit or explain that we must use the indefinite article *a/an* with jobs in English.
- Put the students into pairs to talk about jobs their family members and friends do. Listen to some of their sentences with the whole class.

## Extra: word game

Tell the students that you are thinking of a job (e.g. *cook*), but don't tell them what it is. Tell them that you will say where you work and they should try to guess the job. For example, say, 'I work in a hospital.' The students could ask, 'Are you a doctor?' You answer, 'No.' They ask, 'Are you a nurse?' Again, you answer, 'No.' Continue until they guess correctly.

## Extra: homework

Ask the students to write sentences about the jobs their friends and family members do.

▶ Workbook p. 28, Section 2

# Grammar: present simple – statements (p. 56)

### Lead-in

Refer the students to the centre photo and the headline. Ask where the people are in the photo and elicit the answer *in school*. Ask them how old the people in the photo are. Elicit the answer *17 or 18*. Ask the students how old this photo is (10 years). Write *reunion* on the board. Ask the students to look at the headline and the pictures and elicit guesses as to what this word means. If no one guesses the meaning, explain that it is a social event for a group of people who haven't seen each other for a long time, like a family reunion or a school reunion.

### A

- Explain the task to the students. They should read the short texts and circle the places where the people work. Point out that if a restaurant is *busy*, there are a lot of people in it.

## Answers

a, f, d

## NOTICE!

- Direct the students' attention to the **Notice!** box. Write *I work with my husband. We work in a hospital. He works in the evening*. Ask the students to tell you the difference between the first two sentences and the third sentence (*work – works*).

## Answers

I and we = work, he = works

### B

#### Function

- Write *present simple* on the board and explain that the students are going to learn some new verbs and how to use them. Explain that the present simple is used to talk about facts (something that is known to be true) and routines (something we do regularly, our usual way of doing things).
- Point out the two example sentences and explain that the first sentence tells the person's occupation, so we use *am, is, are* to talk about what someone does for a living. The second sentence tells what I regularly do; the second verb is an action.

#### Form

- Tell the students that all the information needed to complete the table can be found in the text in Ex. A.

## Answers

1 teach 2 works 3 don't teach 4 doesn't work

- Refer the students to the **What's right?** box. Have the students read the four sentences and look at the table to decide which two sentences are correct. Point out that we have to add *-s* to the verbs for the third person affirmative (*he, she, it*). Refer them to the spelling rules and **highlight** that with some verbs we have to add *-es* in the third person. These are normally verbs ending in the letters *-s, -ch, -sh, -z, -x* or *-o*.
- Point out that the negative form for the third person is different too – *doesn't*. Explain that *don't* and *doesn't* are contractions of *do not* and *does not* and that we usually only use the full forms in formal writing. Point out that there is no *-s* on the end of the verb in negative sentences in the third person.
- **Highlight** that the irregular third person of the verb *have* is *has* and ask the students to look at the example sentences in the spelling rules table.

## Answers

He works on Fridays. He doesn't work on Fridays.

### C

- Ask the students to use the information in the table in Ex. B to help them circle the correct options.
- Have them compare their answers in pairs. Encourage them to discuss any differences in their answers and

refer back to the table before deciding which one is correct.

### Answers

- |                |           |              |
|----------------|-----------|--------------|
| 1 don't like   | 3 starts  | 5 work       |
| 2 doesn't like | 4 teaches | 6 don't work |

### D

- Ask the students to look at the **How to say it** box. Point out that while we say *in the morning*, *in the afternoon* and *in the evening*, we say *at night* and *at the weekend*. We use *on* before days of the week (*on Mondays*) and *in* before months (*in December*).
- Read the example sentences aloud to the whole class. In pairs, ask them to talk about jobs their friends and family members do, saying the job, the place, when they work and whether or not they like their job. Explain that the students should use these sentences as a model to talk about their friend or family member.
- Listen to some of the students' responses as a class. Correct any errors in the formation of present simple statements.

### Extra: pronunciation

Write these third person verbs on the board: *works*, *teaches*, *starts*, *travels*, *opens*, *finishes*. Write the three different possible pronunciations of the third person -s ending on the board: /s/, /z/ and /ɪz/. In pairs, have the students put two of the verbs in each category. Check the answers with the whole class. Ask the students to repeat the words aloud chorally and individually. Make sure they pronounce the endings correctly.

### Answers

/s/ works, starts /z/ travels, opens  
/ɪz/ teaches, finishes

### Extra: homework

Ask the students to write a short paragraph about the jobs of two of their friends and family members, saying the job, the place, when they work, and whether or not they like their job.

▶ Workbook p. 29, Section 3

## Pronunciation: one-, two- and three-syllable words (p. 57)

### A 44

- See the Student's Book page for the **audioscript**.
- Have the students read the words in the box. If they do not remember what a syllable is from Unit 3, demonstrate by tapping or humming the syllables of *pilot* (two syllables) and *accountant* (three syllables).

- Ask the students to listen to the recording and write the number of syllables (1, 2 or 3) that they hear in each word. Play the recording again if necessary.

### Answers

hotel – 2, nurse – 1, museum – 3, hospital – 3, park – 1, doctor – 2, job – 1, waiter – 2, engineer – 3

### B 44

- See the Student's Book page for the **audioscript**.
- Explain that in two- and three-syllable words, some syllables are stressed (they are louder and at a higher pitch than the other syllables). Play the recording at least twice to allow the students to notice how the words are stressed.
- Ask the students to listen to the recording again and underline the stressed syllables in the two- and three-syllable words.
- Have the students work in pairs to practise saying the words to each other.

### Answers

One syllable: nurse, park, job  
Two syllables: hotel, doctor, waiter  
Three syllables: museum, hospital, engineer

### C

- Direct the students' attention to the six words in this exercise. Pronounce the words for the students to underline the stressed syllables.
- Put the students into pairs to practise saying the words with the correct stress. Monitor and help with pronunciation as needed.

### Extra: pronunciation

Play the recording of the words in Ex. A again, pausing after each word and asking the students to repeat it chorally and individually. Make sure they stress the correct syllables in the two- and three-syllable words.

## Reading: organising information (p. 58)

### Lead-in

Play a spelling game to review some of the words for different jobs. Put the students into pairs. Prepare a list of ten letters to represent the first letter of ten job words from earlier in this unit. Write one of the letters on the board (e.g. w) and ask the students to write a job beginning with this letter (e.g. *waiter*).

If they cannot think of a word, tell them to leave a gap. Repeat this with the other letters. The pair with the most correct words is the winner.

### A

- Explain to the students that in order to remember information that they read, it is important to organise the information in some way. Interacting with a text

in a physical way helps to secure information in one's memory in a way that is not possible by reading a text once or even twice. Tell the students that in this section, they are going to learn a method of interacting with a text that will help them be more efficient readers and students. Read the information in the skills panel aloud to the class and elicit the method they will learn (organising information into a table).

- Check that the students understand the phrase *at home* (in your house) and the idea of *working from home* (working in your house and not in another place, e.g. an office, a store, a hospital, etc.).
- Have the students read the texts to find out which of the people in the three photos doesn't like their job. Check the answer with the class.
- Elicit ideas for other jobs that can be done from home (e.g. writer, journalist, musician, artist, child care provider, website designer, etc.).

### Answer

Daniel Gold

### B

- Direct the students' attention to the table and explain that the table is organised in a way that makes the information in the article easier to understand and remember. Point out the four columns and the fact that three of the columns refer to the three people described in the article.
- Read the instructions to the class and make sure the students understand the task. Have the students read the article again to complete the table.
- Draw the table on the board while the students are working. After they finish, elicit the answers from the class and complete the table on the board.

### Answers

	Theresa Green	Daniel Gold	Will Mitchell
Job	T-shirt designer	virtual receptionist	stay-at-home dad
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

- Put the students into pairs. Explain that they are going to practise using the table in Ex. B to help them remember information from the text.
- Give the pairs two minutes to study the table. Then with books closed, have the students tell their partners everything they know about one of the people in the table.
- Ask the class whether studying the table made it easier for them to remember the information in the article. Why or why not?

### Alternative

Instead of working in pairs, put the students into groups of three and have each member talk about one of the three people in the article and table.

### Culture note

Recent statistics indicate that 5.5 million people, or approximately 19 per cent of the available British workforce, work from home. This figure shows a 13 per cent rise in the past decade in the number of people who use their homes as their primary workplaces.

▶ Workbook p. 30, Section 4

## Grammar: present simple – yes/no questions (p. 59)

### Lead-in

Have the students do a spelling relay in teams or pairs to check the spelling of the days of the week. Divide the class into two teams. Call out a day, e.g. *Wednesday*. The first student in team A starts by saying *w* and then a student from team B says *e*. It then reverts to the second student in team A and the word is spelt out between the two teams. If a member from either team makes a mistake by saying the wrong letter or mispronouncing a letter, the other team wins a point. If no mistakes are made by either team, both teams get a point.

### A

- Explain the task to the students. They should read the conversation and find out what days Rebecca works.
- Explain that we say *Guess what?* when we want to give somebody some exciting news. Also check that the students understand the word *late* (after normal business hours).

### Answer

Tuesday to Saturday

## NOTICE!

- Direct the students' attention to the **Notice!** box. Write the underlined questions in the conversation on the board. Explain that verbs other than *be* have different rules for forming questions. Elicit the words that are used in these questions that aren't used in the question forms they have learnt for *be – do, does*.

### Answers

1 Do      2 Does

## B

### Form

- Tell the students that all the information needed to complete the table can be found in the conversation in Ex. A.

### Answers

1 Do      2 Does      3 don't      4 doesn't

- **Highlight** the fact that we use *do/does* to make questions in the present simple. Point out that there is no *-s* at the end of the verb in third person questions.
- Ask the students to look at the **What's right?** box and use the information in the table to decide which short answer is correct. Check the answer with the class. Explain that the third person *-s* in present simple questions and short answers is located at the end of the word *do (does)*.
- Point out that we use short answers to sound more polite than simply saying *Yes* or *No*. Explain that we use short answers instead of repeating the verb in the question.

### Answer

Yes, she does.

## C

- Have the students work individually. Ask them to use the information in the table in Ex. B to help them put the words in the correct order. Remind the students to capitalise the first word in each question.
- Ask them to compare their answers in pairs. Encourage them to discuss any differences in their answers and refer back to the table if they are not sure.
- Invite eight students to come to the board to write their correctly ordered questions. Encourage the class to check for errors. If a student spots an error, invite them to come to the board to correct it.

### Answers

- 1 Does your mother have a job?
- 2 Does your English class end late?
- 3 Do you have a job?
- 4 Do you study at the weekend?
- 5 Do your friends like English?
- 6 Does your father work in an office?
- 7 Do you have children?
- 8 Does your friend live alone?

## D

- Direct the students' attention to the model conversation. Put the students into pairs. Explain that they should ask each other all the questions from Ex. C and answer with short answers, such as *Yes, I do, No, they don't*, etc. They should give extra information where appropriate, as in the model conversation. Remind students that in English, the answer *Yes* or *No* can be impolite. Saying *Yes, I do / No, I don't* in English is more polite than just saying *Yes/No*.

## Alternative

With the whole class, demonstrate how Ex. D works. Ask a student question 2 in Ex. C and elicit the answer *Yes, it does / No, it doesn't*. Repeat with the other questions, asking different students each time. Then have the students ask and answer the questions in pairs.

## Extra: homework

Ask the students to write more questions like the ones in Ex. C, but using different words to make small changes to them, e.g. *Do you study in the evening? Does your teacher like football?*

▶ Workbook p. 30, Section 5

## Vocabulary: telling the time

(p. 60)

### A 45

- See the Student's Book page for the **audioscript**.
- Write the word *time* on the board and explain to the students that they will learn how to tell the time in English.
- Refer them to the four pictures. Play the recording, pausing after each time, and ask the students to repeat chorally and individually.
- **Highlight** that we always use *It's* with time, e.g. *It's one o'clock, It's seven ten*, and so on.

### B 46

- Ask the students to look at the **What's right?** box. Have them look at the times in Ex. A to decide which sentence is the correct way to say the time (it's one fifteen). Point out that we only use *o'clock* with times for the whole hour, e.g. *It's four o'clock, It's five o'clock*. Explain that we do not use *o'clock* with any other times. **Highlight** that we always say *It's*, even when the number of the hour is more than one. Also **highlight** that we can just say the numbers when we say the time, e.g. *7.30 – seven thirty; 8.45 – eight forty-five*.
- Tell the students they will hear four conversations. Ask them to listen to the recording and check which time the people mention in each conversation. You may need to play the recording more than once.

## Answers

1 9.45    2 1.30    3 5.25    4 3.15

### Audioscript

- 1  
A: Excuse me, what time is it?  
B: It's nine forty-five.  
A: Nine forty-five. OK. Thanks.
- 2  
A: Oh, no! Is it two-thirty?  
B: No, it isn't. It's only one thirty!  
A: Phew!
- 3  
A: Are we late? What time is it?  
B: Let me see ... It's five twenty-five.  
A: Five twenty-five? Oh, good. We aren't late.
- 4  
A: What time do you finish work today?  
B: Well, today's Friday, right? So I can leave at three fifteen.  
A: Three fifteen. OK. Great.

### C

- Have the students look at the **How to say it** box. Explain that we use *am* for the period from midnight to noon and *pm* for the period from noon to midnight, so *pm* is used for both afternoon and evening. Point out that *seven in the morning* and *7.00am* are two ways of saying the same thing.
- Ask the students to work individually and complete the sentences. Put them into pairs and ask them to compare their sentences, discussing any differences.

▶ Workbook p. 31, Section 6

## Speaking: getting someone's attention (p. 60)

### Lead-in

Have the students look at the photo on the page. Elicit where the people are (in a classroom). Then direct the students' attention to the skills panel. Explain that we often need to get attention from someone around us, and that the three expressions in the skills panel are used for that purpose.

### A 47

- Explain to the students that they are going to listen to three conversations in order to match the phrases the speaker uses to get attention with the questions they ask. Have them read the phrases and the questions to prepare themselves to listen to the conversations. Make sure they understand that one of the questions is not used in the recording.
- Play the recording for students to complete the task. Play it again if necessary.

## Answers

1 b    2 d    3 a

### Audioscript

- 1  
A: Excuse me ... what time is it?  
B: Oh, I'm sorry, I don't know.  
A: Excuse me ... Excuse me, what time is it?  
C: It's 2.30.
- 2  
A: Pardon me ... Is this your mobile phone?  
B: What? Oh! Yes, it is! Thank you so much!  
A: Oh, no problem.
- 3  
A: Sorry, do you have a pencil?  
B: A pencil ... let me see ... no, I don't. I have a pen. Is that OK?  
A: Yes, that's fine. Thank you.

### B

- Have the students complete the questions with their own ideas. Point out that the expressions for getting someone's attention are already provided.

### C

- Explain that the students are now going to practise getting someone's attention. Have them walk around the room and ask their questions, using the expressions they have just learnt. Also explain that they should answer questions that other students ask them. Remind them to answer with short answers for *yes/no* questions.

▶ Workbook p. 31, Section 7  
p. 32, Listen and write  
p. 33, Down time

## Listening: to a telephone conversation (p. 61)

### A

- Explain that the two pictures are actually job adverts at two hotels. Have the students read the two adverts to find out which job they would prefer to have. Invite individuals to say which job they want and why.

### B 48

- Tell the students that they will hear a telephone conversation between Marc and someone from one of these hotels. They should listen and decide if Marc is interested in the waiter job or the receptionist job, and tick the appropriate box.
- Play the recording once and check progress. If necessary, play it again.

### Answer

waiter

**C**  **48**

- Explain that the students will listen to the phone call again to complete Marc's notes about the job. Direct their attention to the notes and ask them to predict what kind of information they will need to listen for in order to fill in each gap (1 work start time; 2 work end time; 3 work day; 4 work day; 5 a time; 6 where the job is).
- Play the recording once and ask the students if they have written all the answers. If not, play it again.

**Answers**

- 1 5.00      3 Thursday      5 9.00am  
2 11.00      4 Sunday      6 next to the bus station

**Audioscript**

**Woman:** Claremont Hotel.  
**Marc:** Hello, I'm calling about the ad for a waiter.  
**W:** Oh, yes. Are you interested in the job?  
**M:** Well, maybe. What are the hours?  
**W:** From 5.00pm until 11.00pm.  
**M:** Five ... to eleven in the evening. Just from Thursday to Sunday, right?  
**W:** Yes, that's right, four days. Can you come for an interview tomorrow at 9.00am?  
**M:** Yes, I can. Where is the hotel?  
**W:** It's next to the bus station.  
**M:** OK, thanks. See you tomorrow.  
**W:** See you tomorrow.

**Writing: a job seeker profile**  
(p. 61)**Lead-in**

Write the words *job seeker profile* on the board. Explain that a job seeker is someone who wants to find a job. A profile is basic information about a person and their education, skills and interests.

**A**

- Check that the students understand the three jobs and what a job seeker profile is. Ask the students to read Jason's job seeker profile and find out which of the three jobs he can do. When you check answers, elicit why he can't do the other jobs (he can't be a shop assistant in a computer shop because he only has basic computer skills, and he can't teach Japanese because he can't speak Japanese).
- **Highlight** the word *skill* – something you can do well. Point out that *available* means that you are free to work at a particular time. Explain that *occupation* is a more formal word for *job*.

**Answer**

b guitar teacher

**B**

- Have the students work individually to create their own job seeker profile. Tell them to use the profile in Ex. A as a model.

**C**

- Put the students into pairs and direct their attention to the model conversation. Explain that *you like travel, too* means that you and I both like to travel, and that this is a way of showing similarities.
- Have the students compare their profiles with their partners and discuss what jobs they could do. Listen to some of their comparisons with the whole class.

**StudySkills** (p. 62)**Lead-in**

Begin by **highlighting** the aims of this StudySkills section. Explain that the students will learn different ways to practise listening in English. Tell the students that many English learners worry that they won't understand what is being said when they listen to people, especially native speakers, talking in English.

**Easy listening****A**

- Ask the students to think about listening in English. Have them look at the list of listening situations in which they might encounter English. Ask them to rank each situation according to its level of difficulty, with 1 being easy and 5 being difficult. Remind them to rank the situations as honestly as they can.

**B**

- Put the students into pairs or groups to discuss their rankings. Have them find out if their classmates have similar rankings to theirs.
- As a class, go through the situations and find out how difficult the students think each situation is. Ask them why they think some situations are more difficult than others.

**Listening for different purposes****A**

- Explain that we listen for different purposes, e.g. for information, for the general idea, for entertainment, for communication. Different listening situations require different strategies in order to understand the speaker.
- Direct the students' attention to the three photos. Explain that the three situations require different listening strategies. Go through the skills, making sure the students understand the three strategies.
- Have the students match the situations to the listening skills.
- When you check answers, elicit why the particular listening strategy should be used (the students may need to answer in their own language):
  - 1 The news is read relatively quickly, so understanding the main idea is the best way to understand it.
  - 2 If you don't listen for the information that you need, you may miss your train.
  - 3 If you don't listen for all the information, you might do the exercise or a test incorrectly.

**Answers**

1 b    2 c    3 a

**B**

- Have the students read the three announcements. Make sure they understand *platform* (an area next to a rail track where passengers get onto and off trains). Elicit the best listening skill to use to complete this task.

**Answer**

Listen carefully for the information you need.

**C**  **49**

- Have the students read the three announcements carefully. Elicit the specific information they should listen for in order to complete the information in the sentences (name of a city, a number, a time).
- Play the recording for the students to listen and complete the announcements. If the students don't get all the information the first time, play the recording again.
- After you have checked the answers, play the recording again for the students to listen again so that they can hear what they missed before.

**Answers**

1 18, 11.30      2 26, 5 o'clock      3 7, 9.45

**Audioscript**

1 This is an announcement for all passengers travelling to Manchester. Your train is currently delayed. It will now depart at 11.30 from platform 18. Once again, all passengers for Manchester, your train will now depart at 11.30 from platform 18. Thank you.

2 Will all passengers travelling on the 5 o'clock service to Paris please make their way to platform number 26. Your train is waiting to depart. Once again, the train to Paris departing at 5 o'clock is now waiting on platform 26. Thank you.

3 All passengers for Cardiff, your train will depart at 9.45 from platform 7. That's the 9.45 train to Cardiff, departing from platform 7. Thank you.

**My way to practise ... listening****A**

- Explain to the students that they will read about three strategies for practising listening. Tell them that they can decide which strategies are best for them.
- Have the students read how Mari, Sabine and Carlos practise listening. Point out that they will be reading to find out the answer to the question *Which student is like you?*
- Take a poll to find out how many students relate most to each strategy. Explain that these are all good ways to practise listening.

**B**

- Explain to the students that this exercise will help them think about their own strategies for practising listening to people speaking English.
- Direct the students' attention to the list of listening skills/strategies and explain that they should read the strategies and tick the ones they use to practise listening.

**C**

- Put the students into pairs or groups to share their answers from Ex. B. Have the students write down other ideas for listening to people speaking English that they think of in their groups.
- Elicit some of the groups' other ideas. Write them on the board, and ask the class if they think each of them is a good way to practise listening, and why or why not.

**Set a goal**

- Direct the students to the **Set a goal** box. Remind them that setting goals for their learning helps them to be more active learners and to take responsibility for their own learning.
- Give the students time to think about the new ways they learnt in this unit to practise listening in English and ask them to choose and write one way they plan to use. Explain that they can use an idea from Ex. B or another idea that they learnt from their pair/group work. Circulate and read students' ideas as they work.
- Take a poll of the class to find out how many students are going to practise each listening practice idea.
- Remind the students that everyone has their own learning style and that it is important for them to use ways to practise that feel comfortable to them.

**Language wrap-up (p. 64)****1 Vocabulary****Answers****A**

1 shop assistants      3 a nurse      5 a doctor  
2 a waiter      4 journalists

**B**

1 four twenty-five      3 seven thirty      5 eight forty-five  
2 ten o'clock      4 five fifteen

**2 Grammar****Answers****A**

1 don't work      3 teaches      5 play  
2 doesn't drive      4 don't have

**B**

1 Do      2 do      3 Does      4 doesn't      5 does

**Writing workshop: writing a job seeker profile (p. 65)****A**

- Have the students look at the job seeker profile on p. 61 again. Elicit the kinds of information in the profile, e.g. name, occupation, and write the categories on the board.
- Ask the students to read the list on p. 65. Compare it to the list on the board, and ask the class if all the information in both lists is the same (no). Have the

students decide what information is different (favourite singers, friends' jobs).

- Explain that many curriculum vitae, resumés and job seeker profiles have a personal statement section. This statement is written in sentence and paragraph form and shows a possible employer how well a job applicant can express themselves in writing.
- Have the students read Jason's personal statement and tick the subjects that he includes. Explain that Jason's name and age don't need to be included in his personal statement and that his favourite singers and friends' jobs are irrelevant in a personal statement.

### Answers

ticked items: occupation, university classes, interests, skills, schedule

### B

- Have the students read the personal statement again and circle the correct option in each of the two sentences. Check answers with the class.
- Explain that using connectors like *and* and *but* will make their writing more interesting, and that connectors show relationships between ideas in sentences.

### Answers

1 and      2 but

### C

- Have the students refer to the job seeker profiles they wrote in their notebooks from p. 61. Explain that they will use their notes to write a personal statement for their job seeker profiles. Suggest that they use Jason's personal statement as a model.

### D

- Explain that it is always important to check our writing after we have finished and that even professional writers proofread and check their writing.
- Go through the bulleted items and explain that the students should make sure each of these items is included in their personal statements. Explain that if they wrote more than one sentence about the same topic, the sentences should be next to each other in the personal statement.

### E

- In pairs, have the students swap their personal statements and answer the questions.

### F

- Read the example suggestion aloud for the class. Have the students suggest a good job for their partners.