

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Recognizes logical connections between words – opposites / converses.	- Recognizes target words (red and green) in isolation and spoken context. - Close copies words into the correct place in a text.	- Recruitment to broad topic. - Transfers new words to self.

Introduction

Write the theme title (*Work and Business*) and subtitle (*How Can I Get a Good Career?*) on the board. Say the words. Ask pupils if they know what a career is. Elicit, but do not confirm or correct. Explain that they will find out in this lesson.

Exercise A

Divide the class into pairs to discuss the questions. Feedback with the whole class.

Answers

Depend on pupils.

Exercise B

- Set the task for pupils to complete individually. Elicit answers, but do not confirm or correct.
- Play the CD. Point out that the pairs can be in any order. If you wish, pause after the first item and get pupils to tell you the opposite.

Tapescript and Answers

In any order; other pairs are possible.

company	manager	Every company has a manager.
factory	manager	Every factory has a manager.
shop	manager	Every shop has a manager.
supermarket	shop	A supermarket is a kind of shop.
supermarket	shelf	There are shelves in supermarkets.
letter	envelope	You put a letter in an envelope
typist	job	Typist is a job.
secretary	job	Secretary is a job.
manager	job	Manager is a job.
e-mail	website	You can send an e-mail from a website.
secretary	desk	A secretary usually has a desk.
typist	desk	A typist has a desk.

Lesson 1

Exercise C

Direct pupils' attention to the green words. With a weak class, say the words in isolation first; do not ask pupils to repeat. Then play the CD. With a stronger class, go straight to the CD.

Check pupils understand the task and go over the example with them. Pupils should complete individually, and only compare answers when the whole text has been played. Pause if necessary for pupils to write words. Elicit answers and replay any sentences which caused difficulty. Deal with any new words. Check the meaning of *career*.

Tapescript and Answers

Most people get a job when they finish education. In the UAE, the government *employs* many people. There are also a lot of jobs in the oil *industry*. There are several other popular *fields* of work, for example, *service* industries like banking and retail.

You need good *qualifications*, like a degree or a diploma, to get a good job. In most companies, you need several years' *experience* to get *promotion*, a higher-level job in the same company. If you have a number of jobs in one field of work, it is called a *career*. It is much better to have a career than a number of different jobs which do not lead anywhere.

How can you get a good career? You need to start thinking about it now. You need to talk to people at your school. You also need to work hard to get good qualifications.

Exercise D

Set for individual work, but make sure pupils do not call out answers to each question. Play the question, give people time to think, then elicit answers from different pupils. Don't worry too much about the form of the answers. The objective here is to check that pupils can understand questions about the green words.

Tapescript

- 1 What field does your father work in?
- 2 Do you know anyone in the oil industry?
- 3 Would you like to work in a service industry?
- 4 How do you get promotion quickly in this country?
- 5 Do you have any experience of managing people?
- 6 Who are the best employers in your area?
- 7 How can you get a good career?

Answers

Depend on pupils.

Closure

Say sentences aloud for pupils to complete with a word from the list, as follows:

T: *My cousin went to university for three years, so now he has good ...*

Ps: *qualifications.*

T: *My sister has the qualifications for the job, but she doesn't have any ...*

Ps: *experience.*

T: *My brother works in the oil ...*

Ps: *industry.*

T: *My mother is very good at her job. Last week she got a ...*

Ps: *promotion.*

T: *Is there anybody in your school who gives advice on ...*

Ps: *careers?*

Lesson 2

Objectives

Knowledge	Skills	Attitude
• Understands that you must make an effort to get a good job. • Understands that the world of school and work has changed. • Understands some advice about getting a good job. • Remembers that speakers often post-define new words • Applies information to the real world.	• Activates schemata. • Recognizes advice and the reasons for the advice. • Recognizes some ways in which schools and employers have changed.	• Recruitment to specific topic. • Increases confidence in predicting next word. • Takes part in a discussion. • Gives own opinion.

Introduction

Briefly revise words from the vocabulary lesson, e.g.:

You say a word, pupils say a related word.

You say a verb, pupils say a related noun, e.g.. *qualify* / *qualification*.

Exercise A

Set for pairwork or group work. Feed back. For most of the questions, you can try to get a consensus.

Answers

Depend on pupils.

Methodology note

You may need to teach some new words here for the names of industries and jobs in government service, e.g., *Director (General)/Undersecretary*. Teach them, then write them on the board for pupils to copy down.

Exercise B

Set for individual work and pairwork checking. Feed back, but do not confirm or correct. Allow pupils to add points to their own lists from other pairs.

Answers

Depend on pupils.

Exercise C

Set for individual work and pairwork checking. Point out that they are going to hear an action and a reason. Write the words on the board. Play the CD. Elicit and confirm/correct. Discuss what *employable* means (*able to be employed = with skills that an employer wants*).

Tapescript

Dr Isaa: How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are making a mistake. If you want to get a good job when you finish education, you must start thinking about it now, in Grade 9.
Why do you have to start thinking about it now?
Because you must make yourself employable.
What does that mean?

Lesson 2

Answers

Start thinking about a career now, because you must make yourself employable.

Exercise D

Follow the usual procedure.

Tapescript

Dr Isaa: In the old days, life was much simpler. You left school at the age of 14 or 15 or [PAUSE] 16. You got a low-level job in a [PAUSE] company. You earned a low wage – that's money for [PAUSE] work. You worked in the company for 40 [PAUSE] years. Every four or five years, you got a small [PAUSE] promotion. After 40 years, you were a manager in the [PAUSE] company. Or, perhaps, after a number of years, you started your own [PAUSE] company and employed other [PAUSE] people. You called this a [PAUSE] career. In the old days, a career meant five or six jobs in the same [PAUSE] field of work – retailing, for example, or banking. It often meant five or six jobs in the same [PAUSE] company.

Exercise E

Give pupils time to think about definitions for these words. Set for individual work and pairwork checking. Play the CD. Feed back orally.

Answers

- 1 on the job = while you are working, not before you start work
- 2 colleagues = people you work with – see Language and culture note
- 3 boss = manager

Language and culture note

We do not normally use the word *colleagues* for people we study with. *Fellow pupils, schoolmates* or *classmates* is more common.

Tapescript

Dr Isaa: In the old days, you learnt work skills on the job. In other words, you learnt while you were working. You learnt everything from your colleagues, the people you worked with, or from your boss, the person who employed you. You got better and better at those skills and finally, you could teach new employees, new people employed in the company.

Exercise F

Give pupils time to read the questions. Set for individual work and pairwork checking. Play the CD. Feed back orally.

Tapescript

Dr Isaa: In the old days, schools taught children to read and write. They also taught them some mathematics. In fact, in the UK we called it *The Three Rs* – reading, writing and arithmetic. Only reading begins with R. It was a joke! Schools did not teach children work skills. Employers did not want work skills. They just wanted someone to work hard and learn on the job.

Answers

- 1 To read, write and do maths.
- 2 Work skills.
- 3 Work hard, learn on the job.

Lesson 2

Exercise G

Refer pupils to the speech bubbles. Give them time to think of possible words to fit the spaces. Set for individual work and pairwork checking. Play the CD. Feed back orally.

Tapescript

Dr Isaa: But life has changed. A person leaving school this year will probably have four or five *different* careers in his or her life. Different *careers*, not different jobs. Everyone sitting in this room today will change jobs many, many times. I make a prediction. Nobody in this room will work for the same company for the whole of his or her life.

The work place has changed, too. Employers in large companies want work skills, even in new employees. What does this mean for you? How can you make yourself employable?

Answers

careers

careers / jobs

change

work / company / life

Exercise H

Set for general discussion and feedback.

Closure

Explain that you are going to hear Dr Isaa's answer to his question later in this theme.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Recognizes that a vowel letter can make many sounds. - Understands that important words are said more loudly by native speakers of English. - Understands that the letter g makes two common sounds. - Understands that the letter j can only make one sound.	- Correctly relates sight to sound for four vowels from the course so far. - Recognizes the important words in a sentence. - Correctly relates sight to sound for the letter g in a number of target words.	Increases confidence in understanding spoken language.

General notes

Take the opportunity that this lesson offers to strongly emphasize to pupils the importance of finishing one's education in order to get a good job.

Introduction

Ask pupils to summarize what Dr Isaa said in the previous lesson.

Exercise A

Refer pupils to Skills Check 1. Work through the key points. Point out that you can abbreviate words – sometimes there is a standard abbreviation like *years* to *yrs*, but any word can be abbreviated to, e.g., the first two or three letters, e.g., *emp*, or first and last, e.g., *jb* – see the Methodology note.

- 1 Give pupils plenty of time to do the activity. Pupils can compare when they have finished, but do not confirm or correct.
- 2 Set for individual work and pairwork checking.

Feed back. There may be some disagreement about the words – this is perfectly natural. Get pupils to say the sentences, stressing the key words. Although this is not a speaking lesson as such, predicting stressed words, like predicting pronunciation of individual words, is a key listening skill.

Tapescript and Answers

- a How do you get a good job ...
- b ... when you finish your education?
- c You must start thinking about it now.
- d You must make yourself employable.
- e You left school at the age of 14 or 15 or 16.
- f You got a low-level job in a company.
- g Every four or five years, you got a small promotion.
- h After 40 years, you were a manager.
- i You learnt work skills on the job.
- j In other words, you learnt while you were working.

Exercise B

- 1 Give pupils time to predict the sounds.
- 2 Play the CD.

Feed back, checking that pupils have put the ticks in the correct place.

Lesson 3

Tapescript

- a after
- b colleagues
- c finish
- d hard
- e mean
- f mistake
- g people
- h start
- i thinking

Answers

	fill	feel	man	half
	/ɪ/	/i:/	/æ/	/ɑ:/
a after				✓
b colleagues		✓		
c finish	✓			
d hard				✓
e mean		✓		
f mistake	✓			
g people		✓		
h start				✓
i thinking	✓			

Methodology note

At first sight, B1 may look like a speaking exercise, but in fact, being able to predict the sound of a word is a key listening skill. If you cannot relate sound to sight, you will not be able to identify the word in the stream of speech.

Exercise C

Refer pupils to Skills Check 2. Work through the sounds, but do not insist on perfect pronunciation here – this point is revisited in Speaking.

- 1 Set for individual work and pairwork checking. Do not confirm or correct.
- 2 Play the CD for pupils to self-check. Feed back.

Tapescript

age
begin
change
colleagues
college
degree
get
go
grade
large
wage

Answers

/g/	/dʒ/
good	manager
go	college
get	change
degree	age
grade	wage
colleagues	large
begin	fill

Closure

Elicit more words with g with each of the target sounds. The words do not have to come from this theme. Allow pupils to look back in the book to find them.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that words can be logically connected, e.g., <i>employer/employ/employee</i>. - Remembers some principles of active listening. - Remembers information from the talk in Lesson 2. - Remembers that speakers often define words. - Applies new information to the real world.	- Recognizes post-defined words and understands the definitions. - Records information correctly in a diagram	- Takes part in a discussion. - Gives own opinion. - Recognizes the importance of work at school to getting a good job after school.

Introduction

Remind pupils of the consonant sounds from the course so far, i.e.: /p/, /b/, /n/, /n+k/, /n/, /g/, /dʒ/. Elicit a few words with each sound.

Exercise A

- 1 Set for pairwork. Do not confirm or correct.
- 2 Play the CD for pupils to self-check.

Feed back, eliciting any extra pairs which pupils have found.

Exercise B

Set the Skills Check for individual reading.

Set the questions for pairwork.

Feed back orally. Get pupils to explain how the fact in the Skills Check explains that you can predict the next word or phrase – because you only need a quarter of your brain for the actual listening. The other three-quarters can be working on something else.

Tapescript and Answers

Other answers are possible.

employer	employee	An employer employs an employee.
boss	manager	They mean the same, but boss is less formal.
diploma	degree	They are both high-level qualifications.
college	university	They are both high-level educational places.
job	career	A career is a number of jobs in the same field of work.
qualification	experience	They are both things which an employer wants.
the oil industry	the government	They are both large employers in the UAE.

Lesson 4

Answers

- 1 Think: *What is the speaker going to say next?*
- 2 Because that way you can get ahead of the speaker. / Because predicting will help you to listen with understanding.
- 3 Because you only need a quarter of your brain for the actual listening. The other three-quarters can be working on something else.

Exercise C

Remind pupils about Dr Isaa's talk in Lesson 2. Put pupils in pairs to discuss the questions. Elicit the answers to the first two questions and a few ideas for question 3. We know it is work skills, but what does that mean? Do not confirm or correct. Ask them to see if Dr Isaa mentions their ideas in the second part of his talk.

Answers

- 1 Reading, writing and some maths.
- 2 Hard workers, people who could learn on the job.
- 3 Work skills = ??? Depends on the pupils.

Exercise D

Point out that they have to complete the first row – not the title *Employers want* ... That is complete already.

- 1 Set for individual work and pairwork checking. Play Part 1 of the CD. Feed back, building up the first part of the diagram on the board.
- 2 Repeat the procedure with Part 2.

Part 1

Dr Isaa: I said in the first part of my talk that the world of work has changed. How has it changed?

Well, in the old days, employers wanted people to work hard and to stay with them for many years while they learnt the job. Nowadays, employers want a lot more from new employees. They want three main things. They want qualifications, they want experience and they want personal qualities.

Part 2

Dr Isaa: Firstly, they want qualifications. But they don't just want the *thanawiya*, the secondary leaving certificate. If you only get the *thanawiya*, you will get a job, but it will probably not be a good job. Employers in big companies want diplomas and degrees. They want people who have studied at college or university.

Secondly, employers want experience. They want people with work skills before they employ them. But that is impossible, you say. I am at school, not at work. How can I get work skills? In fact, it is not impossible. You can get work skills while you are at school. If you become a prefect, you get work skills in people management, in other words, managing people. You can get work skills while you are at home. If you look after a younger brother or sister, you get work skills in taking responsibility. You can even get work skills while you are at a club. If you organize events at the club, you get work skills in task management. That means, managing things. There is another very important work skill. All employers want it. You learn this work skill in your lessons every day. It is called critical thinking. It means you listen to information or you read information and then you think about it. What does this information mean? Do I believe it? If the answer is yes, what is the implication of this information? What does it mean for the future?

Thirdly, employers want people with certain personal qualities. For example, they want people who want to learn. They don't want to employ people who are not motivated. Teachers can't motivate you if you don't want to be motivated. Motivation comes from inside you. You must motivate yourself. Start today, in this very lesson.

Lesson 4

Say to yourself before every lesson: *I am going to learn something new today.* What other personal qualities are important? Well, employers want smartness, in other words, they want people who dress carefully. They want punctuality. In other words, they want people who come on time every day. Finally, they want people who accept challenges. I mean, people who work hard to find solutions to problems, people who don't give up at the first sign of difficulty.

You are at school. You are not at work. But you can get work skills every day. You must develop your critical thinking skills in the lessons. You must take an active part in school life. You must join out of school clubs. And you must work hard on your personal qualities.

One final thing. You must keep a record of your achievements. But more about that next time.

Possible answers

1 See the Tapescript.

2	accepting challenges	P
	critical thinking	W
	motivation	P
	people management	W
	punctuality	P
	responsibility	W (although could be P, too)
	smartness	P
	task management	W

3, 4 See the Tapescript.

Answers

Employers want ...					
	1. qualifications		2. experience		3. personal qualities
Examples:	<i>diplomas</i>		people management		want to learn/motivation
	<i>degrees</i>		taking responsibility		smartness
			task management		punctuality
			critical thinking		accept challenges

Exercise E

Set each activity for pairwork. Feed back orally before setting pupils to do the next activity.

Closure

Ask pupils to tell you one thing they are going to do in the next three months to make themselves more employable.

Listening Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are different stress patterns in English. - Remembers the topic of the talk from the theme.	- Identifies the stress pattern in key words. - Relates target words and definitions. - Completes a text with the correct word. - Completes a text with the correct form of a logical verb.	Increases confidence in intensive listening.

Exercise A

- Go over the example. Pupils should 'say' each word in their head. Pupils complete individually then compare answers.
- Play the CD. Pupils correct their own work. Spend a few minutes practising any words pupils had difficulty with.

Tapescript

active
begin
between
career
colleague
degree
factory
mistake
Monday
retail
service
subject

Answers

Oo	oO
<i>active</i>	begin
colleague	between
factory	career
Monday	degree
retail	mistake
service	
subect	

Exercise B

- Remind students about marking stress with a small vertical stroke. Go through the example. Set for individual work and pairwork checking.
- Play the CD for students to correct their own work.

Note: The word alphabetical is not a word from this theme, but the students should be familiar with it from Grades 7 and 8.

Tapescript and Answers

alpha'betical
em'ployer
ex'perience
'industry

Workbook

‘interesting
moti‘vation
pro‘motion
punctu‘ality
qualifi‘cation
responsi‘bility

Exercise C

- 1 Point out that all the words are in either Exercise A or Exercise B. Go through the example. Set for individual work and pairwork checking. Do not confirm or correct at this time.
- 2 Remind students that speakers often define words after using them. Play the first one as an example. Set for individual work. Feed back orally.

Note the difference a preposition can make in meaning for the answers to a and h. You work *for* an employer. You work *with* a colleague.

Tapescript

- 1 A colleague is a person you work with.
- 2 If you put papers in alphabetical order, you put them in the same order as a dictionary.
- 3 Punctuality means always being on time, for meetings, for example.
- 4 A factory is a place where people make things.
- 5 If you have motivation, you really want to do something.
- 6 We call selling things in shops ‘the retail industry’.
- 7 Promotion is when you get a more important job at work.
- 8 Your employer is the person or company you work for.
- 9 The things that you have done in your life are called experience.
- 10 A degree is the qualification you get at university.

Answers

1 a person you work with	colleague
2 in the same order as a dictionary	alphabetical
3 always being on time, for meetings, for example	punctuality
4 a place where people make things	factory
5 wanting to do something	motivation
6 selling things in shops	retail
7 when you get a more important job at work	promotion
8 a person or company you work for	employer
9 the things that you have done in your life	experience
10 the qualification you get at university	degree

Exercise D

- 1 Remind students about the talk. Set for individual work and pairwork checking.
- 2 Play the CD. Students correct their own work. Feed back orally.

Tapescript and Answers

How do you get a good job when you finish your *education*? Are you beginning to think about this *question*? If you are not, then you are making a *mistake*. If you want to get a good *job* when you finish education, you must start thinking about it *now*, in Grade 9. Why do you have to start *thinking* about it now? Because you must make yourself *employable*. What does that *mean*?

Workbook

Exercise E

- 1 Work through the first sentence as an example. Point out that the verb is in the past form. Set for pairwork. Do not feed back.
- 2 Play the tape for students to self check. Feed back orally.

Tapescript and Answers

In the old days, life *was* much simpler. You *left* school at the age of 14 or 15 or 16. You *got* a low-level job in a company. You *earned* a low wage. You *worked* in the company for 40 years. Every four or five years, you *got* a small promotion. After 40 years, you *were* a manager in the company. Or perhaps, after a number of years, you *started* your own company and *employed* other people. In the old days, you *learnt* work skills on the job. You *got* better and better at those skills and finally, you could teach new employees, new people employed by the company. In the old days, schools *taught* children to read and write. They also *taught* them some mathematics. Schools did not *teach* children work skills. Employers did not *want* work skills. They just *wanted* someone to work hard and learn, on the job.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that words can be logically connected in a variety of ways. - Applies new information to the real world.	- Produces target words (red and green) in isolation and spoken context with good pronunciation. - Continues conversations with target words. - Correctly produces converse pairs of personality words, e.g., <i>shy/outgoing</i>. - Talks about employability in terms of personality..	- Recruitment to broad topic. - Transfers learning to the real world.

Introduction

As before, if you are not sure about your pupils' level, do some additional activities on the meaning of the red words. Make sure pupils can say some of the more problematic words correctly. These are, in BrE:

<i>company</i>	vowel sound of <i>o</i> = /ʌ/
<i>computer</i>	two schwas, at the beginning and the end
<i>desk</i>	consonant cluster at the end
<i>factory</i>	silent <i>o</i>
<i>manager</i>	soft <i>g</i> = /dʒ/
<i>secretary</i>	silent <i>a</i> in many native speakers' idiolects

Exercise A

Do as a high-speed whole-class activity. Pupils should be very good at this by now, so encourage them to find some new or even stranger connections, or prompt them with ones, e.g.:

file – *letter* = *you put letters in a file*

e-mail – *envelope* = *you don't need an envelope for an e-mail*

website – *working hours* = *a website is always available, so the working hours are all day*

Answers

Depend on pupils.

Exercise B

Say or play the green words. They should follow in their books so that the sound – sight relationship is reinforced. Make sure all pupils can produce a reasonable version of each word.

Tapescript

advisor
clerical
creative
customer
department
lazy
manual job
organization
outgoing
retail
shy

Lesson 1

Exercise C

- 1 Set for individual work and pairwork checking.
- 2 Play the CD. Pause after each mini-dialogue for pupils to repeat the correct sentences.
- 3 Set for pairwork. Monitor and assist with pronunciation and intonation.
- 4 Elicit some ways in which the conversations could be extended. Set for pairwork. Monitor. Feed back by getting pupils to demonstrate their dialogues, with the extensions, to the rest of the class.

A: I went to see the careers *advisor* this morning.
B: Oh, yes. What advice did she give you?

+

A: She told me to start thinking about a career.
B: And are you going to start thinking?

A: I would like a job in *retail*. I'd love to work in a big mall.
B: You would be very good with the *customers*.

+

A: Do you think so?
B: Yes, I do. You're very outgoing.

Tapescript

A: My brother has a manual job. He loves working with his hands.
B: Really? My brother does clerical work. He's very good with files and letters.

A: I went to see the careers advisor this morning.
B: Oh, yes. What advice did she give you?

A: I would like a job in retail. I'd love to work in a big mall.
B: You would be very good with the customers.

A: Does he work for a large organization?
B: I think so. It's an oil company, I think, or it might be a government department.

A: Does he work for a large *organization*?
B: I think so. It's an oil company, I think, or it might be a government *department*.

+

A: Where is his office?
B: It's in Abu Dhabi somewhere.

Answers

Target words in italics + model extensions. In each case, the model extension should continue talking about the person in the way indicated by the first two lines.

A: My brother has a *manual* job. He loves working with his hands.
B: Really? My brother does *clerical* work. He's very good with files and letters.

+

A: I don't think my brother would like a clerical job.
B: Really. I don't think *my* brother would like a manual job.

Exercise D

Demonstrate how to do the activity. Make sure pupils realize that they must be personality words, not just any pair of adjectives like *big/small* or *long/short*.

- 1 Set for pairwork. Do not confirm or correct at this point.
- 2 Play the CD. Ask pupils to tick off any pairs they hear.

Feed back, getting individual pupils to tell you any extra pairs.

Lesson 1

Tapescript and Answers

Many more pairs are possible.

shy	outgoing
happy	sad
calm	nervous
careful	careless
punctual	late
tidy	untidy
hard-working	lazy
honest	dishonest

Exercise E and Closure

General discussion with the whole class.

Answers

Depend on pupils.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers that the letter <i>g</i> makes two common sounds. - Remembers that the letter <i>j</i> makes one sound. - Recognizes relationships between statements and responses.	- Activates schemata. - Produces words with the two common sounds of <i>g</i>. - Produces words with the sound of <i>j</i>. - Recognizes logical and structural relationships between statements and responses. - Practises a conversation..	Recruitment to specific topic.

Introduction

Give pupils the first lines of the mini-dialogues from Lesson 1. See if they can think/remember what to say next.

Exercise A

Remind pupils that a lot of words are very similar in English – there is only one sound different. Give an example – *gone* = past participle of *go*, *John* = a man's name.

Work through the procedure carefully. If necessary, do the activity first with a good pupil to ensure that other pupils know what to do.

Monitor. Feed back by saying, e.g., *1A*, and getting pupils to say *gone*, or *1B*, and getting pupils to say *John*.

Finally, refer pupils to the mini-dialogue after the /g///dʒ/ words. Drill, then elicit from pairs of pupils.

Exercise B

- Make sure pupils understand that Dr Isaa's words are in order but Adnan's are mixed up. Set for individual work and pairwork checking.
- Play the CD. Feed back, reading around the class. Correct pronunciation as you go, especially of the target sounds for this theme.
- Set for pairwork.

Tapescript and Answers

- I: What would you like to be when you finish your education?
A: I'm not sure. I haven't thought about it really.
I: Well, you should start thinking about it now.
A: Yes, I know. I heard your talk.
I: You don't have to decide on the exact job. But you should start thinking about the kind of job.
A: What do you mean, 'kind of job'?
I: Well, for example, do you like meeting new people?
A: Yes, I do. I love meeting new people.
I: OK. And do you like working inside or outside?
A: Inside, I think. It's very hot working outside.
I: Yes, it is. But some people love it.
A: That's true. My uncle's a fisherman and he loves working outside. He says it's 'the only life'.
I: OK. Well, let's leave that one. Do you like working on your own, or with other people?
A: With other people, definitely. I get lonely on my own.
I: Right. So, you want to meet new people and you want to work with other people. Would you like to travel in your job?
A: Yes, I would. I love travelling.
I: OK. That's a good start. Think about things you like doing and things you would like to do.
A: OK. I will.
I: One final thing. Find out about different jobs. What exactly do people do in their jobs? It will help you to decide if it is a good job for you.
A: OK. I'll start with my father. I don't know what he does.

Lesson 2

Methodology note

- 1 This activity will work much better if you photocopy Dr Isaa's words – see the end of these notes – and photocopy and cut up Adnan's words. Give these out so pupils can try Adnan's words in different places.
- 2 If you are working with girls, tell them to act out the parts of Dr Isaa and Adnan, but give them female names instead.
- 3 Note that there are several examples of the target sounds from this theme.

Closure

Get a few pairs to perform part of the conversation round the class.

OR

Take the part of Dr Isaa and get pupils to give you the response in each case, without looking at the completed exercise.

Lesson 2

Lesson 2 Handout

G:	What would you like to be when you finish your education?
J:	
G:	Well, you should start thinking about it now.
J:	
G:	You don't have to decide on the exact job. But you should start thinking about the kind of job.
J:	
G:	Well, for example, do you like meeting new people?
J:	
G:	OK. And do you like working inside or outside?
J:	
G:	Yes, it is. But some people love it.
J:	
G:	OK. Well, let's leave that one. Do you like working on your own, or with other people?
J:	
G:	Right. So, you want to meet new people and you want to work with other people. Would you like to travel in your job?
J:	
G:	OK. That's a good start. Think about things you like doing and things you would like to do.
J:	
G:	One final thing. Find out about different jobs. What exactly do people do in their jobs? It will help you to decide if it is a good job for you.
J:	

I'm not sure. I haven't thought about it, really.
Inside, I think. It's very hot working outside.
OK. I'll start with my father. I don't know what he does.
OK. I will.
That's true. My uncle's a fisherman and he loves working outside. He says it's 'the only life'.
What do you mean, 'kind of job'?
With other people, definitely. I get lonely on my own.
Yes, I do. I love meeting new people.
Yes, I would. I love travelling.
Yes, I know. I heard your talk.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers that there are two common sounds of the letter <i>g</i>. - Understands that there are many dichotomous aspects to a job, e.g., <i>working inside or outside</i>. - Understands that a job is good for a person if he/she likes particular aspects of the job. - Understands that the verb <i>like</i> is followed by the gerund when it is in the simple present, and by the infinitive with <i>to</i> when it is in the <i>would</i> form. Σ Applies new information to the real world.	- Correctly relates sight to sound in words with the letters <i>g</i> and <i>j</i>. - Recognizes choices between aspects of a job. - Asks and answers about aspects of a job.	- Increases confidence in predicting the sound of new words. - Increases confidence in talking about likes and dislikes. - Talks about self.

Introduction

Ask pupils: *Which consonants have we been practising?*
Elicit the two sounds /g/ and /dʒ/.

Ask pupils: *Can you remember the symbols?* Elicit or put on board the two symbols.

Exercise A

- Set for pairwork. Point out that the meanings are not important here. The words have been chosen *because* the pupils will probably not know them; therefore, they will have to work out the pronunciation using sound-sight patterns. Do not feed back at this point.
- Elicit ideas from the class.
- Confirm or correct, building up the table in Answers on the board.

Answers

word	sound of <i>g</i>	pattern
gas	/g/	<i>g</i> before <i>a</i> always = /g/
gram	/g/	<i>g</i> before <i>a</i> consonant always = /g/
jam	/dʒ/	<i>j</i> always = /dʒ/
judge	/dʒ/	<i>j</i> always = /dʒ/
hedge	/dʒ/	<i>d + g</i> always = /dʒ/
reject	/dʒ/	<i>j</i> always = /dʒ/
cargo	/g/	consonant + <i>g</i> always = /g/
feign	silent	<i>g + n</i> = silent <i>g</i>
bight	silent	<i>g + n</i> = silent <i>g</i>

Lesson 3

Exercise B

Make sure pupils cover the conversation on the right. If you do not think they will really cover it, get them to close their books and write the prompts on the board.

Set for individual work and pairwork checking. Make sure pupils know how to answer. Play the CD. Feed back orally.

Tapescript

- J: Dr Isaa gave me this careers leaflet.
M: What does it say?
J: There are lots of questions. You answer the questions and you get an idea of the kind of job you would like.
M: Go on, then. Ask me.
J: OK. First some questions about your likes and dislikes.
Question 1: *Do you like working inside or outside?*
M: Inside.
J: *Do you like meeting people?*
M: No, not really. I'm quite shy.
J: *Do you like travelling?*
M: Yes, I do. I love going to different places.
J: *Do you like speaking in public?*
M: No, it's awful. I never make speeches. I don't go to Drama Club.
J: OK. Now some questions about the future. *Would you like to work for a large organization or a small organization?*
M: I would like to work for a small organization.
J: *OK. Would you like to do a manual job?*
M: No, I don't want to work with my hands. I would like to work in an office.
J: *Right. Would you like to sell things?*
M: I wouldn't. I don't like selling.

Answers

1 inside / outside?	<i>inside</i>
2 meet / people?	X
3 travel?	✓
4 large / small org?	<i>small</i>
5 manual?	X
6 sell?	X

Exercise C

Tell pupils to uncover the conversation.

- 1 Set for individual work and pairwork checking. Monitor, but do not confirm or correct at this point.
- 2 Refer pupils to the Grammar Check. Give them time to check their own work. They should notice the two verb forms – *Do you* and *Would you ...?*. Monitor. If you feel that pupils have got the correct answers, do not play the conversation again.
- 3 Set for pairwork. Monitor. Drill any pronunciation points, especially the note under the *Would you* table.

Feed back by getting pupils to perform the conversation in front of the class.

Answers

See Exercise B.

Exercise D

Set for group discussion or whole-class discussion. As they are all from the same country, they should be able to reach a consensus on most points.

Answers

Depend on pupils.

Exercise E

Refer pupils back to the conversation. Set for pairwork. Note that Pupil 1 can suggest any job – there is no right answer.

Closure

Remind pupils that they are going to give a talk in the next lesson.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Recognizes common jobs. - Uses real-world knowledge to complete a task. - Understands that we can describe jobs in terms of title, organization and day-to-day work. - Applies new learning to the real world.	- Understands a text about a person's job. - Records spoken information in a table. - Prepares to speak by rehearsing. - Produces a text about a person's job with accuracy and fluency using a range of sentences.	- Increases confidence in speaking in public. - Shares information about family.

Introduction

Remind pupils again about the target consonants. Elicit the letters which commonly make each sound.

guess. *Abilities* and *Personal qualities* are ideas, anyway. There is no right answer. Set for pairwork.

Monitor and assist. If there is a chance that they can research the answers, set it for homework. Otherwise, feed back, building up the table on the board.

Exercise A

Work through the example. Point out that they don't necessarily know the answer to *Qualifications*, but they can

Answers

Depend on pupils, but here are some ideas.

	Qualifications	Abilities	Personal qualities
architect	<i>degree in architecture</i>	<i>can draw, do maths</i>	<i>listens to people</i>
army officer	<i>degree?</i>	<i>understands maps; good leader; good speaker; can make decisions</i>	<i>calm, brave, confident, fit</i>
cashier	???	<i>good at arithmetic</i>	<i>good with people, responsible, careful</i>
doctor	<i>degree in medicine</i>	<i>can make decisions</i>	<i>patient, good listener</i>
engineer	<i>degree in engineering</i>	<i>can draw; can use a computer</i>	<i>responsible, careful</i>
footballer	???	<i>can play football!</i>	<i>calm? strong, fit</i>
government clerk	<i>good secondary certificate?</i>	<i>can use a computer</i>	<i>responsible, hard-working</i>
lawyer	<i>degree in the law</i>	<i>can understand complex points</i>	<i>careful</i>
manager	<i>degree in business studies</i>	<i>good leader; good speaker; can make decisions</i>	<i>calm, confident, good with people</i>
office boy	???	???	???
pilot	<i>degree in engineering</i>		<i>calm, confident</i>
teacher	<i>degree / diploma in teaching</i>	<i>good at one or two subjects; can explain things</i>	<i>patient, interesting, likes children</i>
telephone operator	???	???	<i>patient, good listener</i>

Lesson 4

Exercise B

Ask pupils to think of a job for you, and then get them to give you good reasons.

- 1 Explain that they must now do this for fellow pupils. Work through the example speech bubbles. Set for pairwork. Monitor and assist. You may need to give the name of the job in English in some cases.
- 2 Set for group work. Monitor and assist.

Exercise C

- 1 Set for individual work and pairwork checking. Feed back, building up the table on the board.
- 2 Pupils work on their own. Elicit ideas and get a list on the board.

Tapescript

My father is 53 years old. He's Emirati. He's from Abu Dhabi. He's manager of an import and export company. He has had the job for five years. Every day, he writes e-mails and makes telephone calls. Every morning, he has a meeting with his staff. On Wednesdays and Thursdays, he visits customers.

Answers

person	<i>Jassim's father</i>
introduction	53
	Emirati
	Abu Dhabi
time in job	five years
job title	manager
organization	import and export company
work	writes e-mails
	makes telephone calls
	a.m. = meeting with his staff
	W/T = visits customers

Exercise D

- 1 Make sure pupils realize they must write notes in Table 2.
- 2 Set for pairwork. Monitor and assist.

Exercise E

Put pupils into groups.

- 1 Pupils give their talks in turn. They should only refer to notes, not full sentences. Others only have to listen.
- 2 People in each group choose the most interesting job from the talks.

Closure

Choose the best talk or talks and get pupils to do them again for the whole class.

Speaking Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are two related sounds, /g/ and /dʒ/. - Remembers the meaning of target words. - Recognizes that there are different stress patterns in English. - Applies new information to the real world.	- Makes correct sound/sight relationship. - Produces target words with good pronunciation, including stress pattern. - Uses target words correctly in sentences with good pronunciation. - Asks and answers about likes and dislikes.	- Increases confidence in ability to ask and answer about likes and dislikes. - Transfers learning to self. - Gives own opinion. - Takes part in group work.

Exercise A

- Set the task. Work through the example. Pupils complete individually, then compare answers.
- Say or play the CD. Pupils check their own work. Elicit answers and check/practise pronunciation.

Tapescript

college
colleague
manager
guide
page
again
change
intelligence
suggest

Answers

	/g/	/dʒ/
	ago	age
college		✓
colleague	✓	
manager		✓
guide	✓	
page		✓
again	✓	
change		✓
intelligence		✓
suggest		✓

Exercise B

- Set for individual work and pairwork checking. Work through the example.
- Play the CD. Pupils check their own work.
- Feed back orally, practising the pronunciation as you go.

Workbook

Tapescript and Answers

- a Do you go to school or *college*?
- b I need to *change* into my sports clothes before I go to the gym.
- c He doesn't work well with his *colleagues*.
- d I'd like to be a tour *guide*.
- e What should we do? What do you *suggest*?
- f What is the name of the *manager* of the company?

Exercise C

- 1 Set the task and go over the example. Pupils complete individually then compare answers.
- 2 Play the CD for pupils to check their own work. Elicit answers and practise pronunciation.
- 3 Set for pairwork. Work through the example. Monitor and assist.

Tapescript

ability
advisor
clerical
customer
department
employer
experience
introduction
quality

Answers

	Ooo	oOo	oOoo	ooOo
ability			✓	
advisor		✓		
clerical	✓			
customer	✓			
department		✓		
employer				
experience			✓	
introduction				✓
quality	✓			

Exercise D

Remind pupils how to play the Word Star Game.

Ask some of the pupils to say their sentences for the rest of the class. The rest of the class listen and awards stars for:

- interesting sentence
- good pronunciation

Keep a note of names and stars allocated on the board so that you can declare a winner at the end.

Note: If you are short of time, allocate two or three different words to each pair so that they don't have to think of a sentence for every word.

Exercise E

Remind pupils about the website with the questions and job suggestions. Explain that you are going to do the same sort of thing again, with different questions and different jobs. Point out, however, that it is only a bit of fun and pupils may not agree with the suggestions.

Workbook

- 1 Remind pupils how to make questions with these verbs plus the gerund. Work through the example in the speech bubbles. Set for pairwork. When pupils are getting near question o, stop them and point out the other type of question with like, i.e., *Would you like + infinitive*. Monitor and assist.
- 2 Repeat the procedure.
- 3 Explain that you can only mark a maximum of five yes answers, so pupils must choose. Work through the second speech bubbles to show how pupils can choose.
- 4 Set for pairwork.

- 5 Make sure they can pronounce the jobs in Table 3 correctly, including the correct stress. Give pupils time to find the correct suggestion and offer it.
- 6 Give pupils time to react to the suggestion(s). Help pupils to understand the meaning of the jobs if they do not have dictionaries. Ask pupils to try to work out why the quiz gave them the suggestion, e.g., *I like studying science, so the quiz suggests scientist*.

Possible answers

Here are possible questions + how the quiz works out the allocation of jobs. You might want to copy this and give it out for pupils to continue the discussion of the quiz.

		Graphic designer	Social worker	Doctor	Journalist	Engineer	Sales-person	Accountant	Scientist
a	I enjoy working out solutions to problems.	10	10	10	10	10			10
b	I like making decisions.	10	10	10		10			10
c	I like drawing and painting.	8				8			
d	I enjoy watching the news and reading.				8				
e	I like finding out how things work.					7			
f	I like persuading people to do things.		7		7		7		
g	I like working in a team with other people.						6		
h	I enjoy working with numbers.							6	
i	I like trying new things.	4							4
j	I enjoy working on my own.	3			3			3	3
k	I like helping people.		2	2			2		
l	I love meeting people.		2	2	2		2		
m	I don't mind doing the same things every day.						2	2	
n	I would like to work in an office.							2	
o	I like studying science.			1		1			1
		35	31	25	30	36	19	13	28

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Remembers the structure of a dictionary definition. - Understands the value of structured charts for vocabulary learning. - Applies new information to the real world.	- Close copies words to the correct place in sentences. - Uses dictionary definitions to understand new words.	- Recruitment to broad topic. - May change attitude to recording vocabulary. - Talks about self.

Introduction

Revise words from this theme with the flashcards. Make sure you really 'flash' the words, i.e., a maximum of three seconds, to put the brain under pressure, rather than holding them up until someone reads successfully.

Exercise A

Set for individual work and pairwork checking.

Exercise B

Set for individual work and pairwork checking. Feed back orally.

Answers

- 1 employer
- 2 employable
- 3 employees
- 4 employ
- 5 employment

Exercise C

Set for individual work and pairwork checking. Monitor and assist. Feed back orally.

Answers

- 1 requirement = noun = something you need
- 2 ability = noun = something you can do
- 3 career-entry = first job in a career, e.g., teacher

Exercise D

Set for pairwork.

Closure

Feed back orally on Exercise D, getting pupils to tell you similarities and differences between their habits.

Lesson 2

Objectives

Knowledge	Skills	Attitude
• Understands that jobs require particular qualifications, etc. • Remembers the need to prepare to read. • Remembers that there are different text types. • Understands that you can predict contents of a section from the section heading. • Remembers how to ask about new words. • Understands some information about the job of a journalist. • Finds key information in a text. • Applies new information to the real world.	• Activates schemata. • Uses co-text – title, illustration, section headings to enable prediction of content in a text. • Understands key information in a text.	• Recruitment to specific topic. • Talks about self. • Thinks about self in relation to the job of a journalist.

Introduction

Revise the green words from the previous lesson.

Exercise A

Set for pairwork. Write the key words on the board, as follows:

qualifications

experience

personal qualities

abilities

location (where)

working hours

Monitor and assist. Feed back, getting ideas from different pairs.

Answers

Depend on pupils.

Exercise B

Set for pairwork. Feed back orally.

Answers

Pupils should remember about:

looking at illustrations – photos, drawings, graphs

looking at the heading

looking at the introductory paragraph

Exercise C

Set for pairwork. Do not feed back until pupils have read the Skills Check. Feed back orally. Get pupils to justify their answers – see Answers.

Lesson 2

Answers

- 1 A website – it says *dot com* at the end of the heading.
- 2 It gives advice/information – the title of the website and the line under the title.
- 3 Section headings – it says this in the Skills Check.
- 4 Think: *What question(s) will this section answer?* – in the Skills Check.
- 5 Pupils check.

Exercise D

Set for individual work and pairwork checking. Elicit a few ideas, but do not confirm or correct.

Answers

After Exercise E.

Exercise E

Set for individual work and pairwork checking. Feed back orally. Do not confirm or correct.

Answers

Journalists must be good with words ...	a
There is a lot of weekend work ...	b
Some journalists travel all over the world.	c
You need a degree in journalism ...	d
Employers look for people who have edited school newspapers	e
You earn about 75,000 AED per year at the beginning ...	f

Exercise F

Set for individual work and pairwork checking. Do not feed back. Point out that you are going to look at dealing with new words in the next lesson.

Answers

Depend on pupils.

Exercise G

Set for whole-class discussion. Elicit a few ideas. Encourage pupils to use their own ideas about this job as well as information in the text.

Closure

Ask pupils if any of them would like to do this job and to give reasons why or why not.

Explain that you are going to do more work on the text in the next lesson.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are parts of speech. - Remembers that there are basic syntactic patterns in English. - Understands some ideas for dealing with new words.	- Correctly identifies the part of speech of new words in a sentence. - Correctly identifies the part of speech that words belong to.	- Increases confidence in recognizing the basic structure of a sentence. - Increases confidence in dealing with new words..

Introduction

Revise the reading skill idea from the previous lesson, i.e., always look at section headings first and think: *What questions will this section answer?*

Exercise A

- Do not give pupils long to read the red words. The point here is that most pupils would not know the meanings out of context. Move pupils quickly on to the next phase.
- Refer pupils to Skills Check 1.
- Set for individual work and pairwork checking. Feed back orally – see Answers.

Explain the meanings of the red words now, or, even better, get the pupils to do it based on their understanding of the sentences as a whole.

shift = different working hours from week to week

freelance = not employed by one company

mass media = the methods of getting information to a large number of people

cub = beginning, new

Answers

Pupils should be able to work out, without understanding the red words:

- the working hours of journalists
- the location of freelance journalists

- the contents of media studies courses
- the salary level for this kind of reporter

Exercise B

Set for individual work and pairwork checking. Feed back, building up the table on the board. Encourage pupils to give you a lot of entries for each part of speech. Write some of them in the table on the board.

Answers

verb	noun	adjective
read watch travel earn	abilities news communication salary	interested extrovert low new
<i>go, etc.</i>	<i>people, etc.</i>	<i>shy, etc.</i>

Language and culture note

Encouraging readers to ignore a new word and try to understand the sentence without it is the reverse of 'waiting for a definition'. Because this is a common discourse structure – unusual word followed immediately by definition or example – it is often possible to ignore the new word.

Lesson 3

Exercise C

- 1 Set for individual work and pairwork checking. Write the sentences on the board while they are working.
- 2 Refer pupils to Skills Check 3. Give plenty of time for them to check their initial answers.

Feed back, marking up the sentences on the board.

Answers

1 <u>Journalists</u>	must be	good	with	<u>words</u>
2 They	must be	interested	in the	<u>world.</u>
3 You	need	a <u>degree</u>	in	<u>journalism.</u>
4 The <u>news</u>	never	stops.		

Closure

Refer pupils to the text again in the Workbook and ask them to find more nouns, verbs and adjectives.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Understands that it is necessary to prepare to read. - Understands some information about the job of a journalist. - Understands the value of reading for an established purpose. - Finds key information in a text. - Applies new information to the real world.	- Activates schemata. - Uses co-text – title, illustration, section headings – to enable prediction of content in a text. - Understands key information in a text. - Deals with new words. - Shares information.	- Recruitment to specific topic. - Gives own opinion. - Begins to understand the importance of matching people to jobs.

Introduction

Revise vocabulary from the first text. Write the start of each word on the board and get pupils to identify the word or words.

jou *rnalism / journalist*
 qua *lities*
 abi *lities*
 extro *vert*
 mag *azine*
 shi *ft*
 free *lance*
 deg *ree*
 med *ia*
 edi *ted**
 art *icle*

*they might also know editor

Exercise B

Set for individual work and pairwork checking. Feed back orally.

Answers

1 What can I earn?	f
2 What examinations must I pass?	d
3 What must I be able to do?	a
4 What sort of personality must I have?	a
5 What work skills must I have?	e
6 When must I work?	b
7 Where must I work?	c

Exercise A

Set for pairwork. Feed back orally.

Answers

The items are, in order from the top:

- the heading
- the illustration
- the introduction
- the section headings

Exercise C

Procedure here is as important as product. Pupils must use an efficient procedure to get the answer in each case. Put them under time pressure to try to ensure this, i.e., ask each question and give them a few seconds to find an answer and put up their hands. Do not allow anyone to answer until most of the pupils have put up their hands.

Lesson 4

Answers

Other answers are possible in most cases.

1 What can I earn?	<i>180,000 AED per year</i>
2 What examinations must I pass?	<i>degree in architecture</i>
3 What must I be able to do?	<i>draw</i>
4 What sort of personality must I have?	<i>able to listen</i>
5 What work skills must I have?	<i>experience on school council</i>
6 When must I work?	<i>9–5</i>
7 Where must I work?	<i>large company</i>

Exercise D

- 1 Set for individual work and pairwork checking. Feed back, getting the sentences on the board and underlining them.
- 2 Set for pairwork. Feed back orally.

Answers

Note that design can be a noun or a verb, depending on context.

... help to <i>design</i> new rooms in the school	V	because there is <i>adj + noun</i> after it
and town planning laws as well as <i>design</i> .	N	because it is in a list of nouns*
They must be able to listen to <i>clients</i>	N	after <i>prep</i>
They must also be able to use <i>complex</i> drawing systems	A	before <i>noun (noun + noun)</i>
but they often do lots of overtime to meet a <i>deadline</i> .	N	after article
Of course, this <i>overtime</i> is	N	after article (this); before <i>verb</i>
is usually <i>unpaid</i> .	A	after <i>V</i> (actually after <i>verb</i> then <i>adverb</i>)
you can start your own architecture <i>practice</i> .	N	after <i>V</i> (actually after <i>V</i> then set of <i>nouns</i>)
They cover engineering <i>principles</i>	N	after <i>V</i> (actually after <i>V</i> then <i>noun</i>)

Lesson 4

Exercise E

Work through the first one as an example. Then set for pairwork. Feed back orally. Pupils should tell you which section to look in and then the advice

Possible answers

a Mona wants to work for a large company.	Workplace	might be a good job
b Bader wants to start his own company one day.	Workplace	might be a good job
c Aisha loves drawing but she is no good at Maths.	Personal qualities and abilities	needs maths
d Khalid is a good pupil but he doesn't like studying very much. He likes doing things more than reading about them.	Qualifications	needs to study for a long time
e Saif loves computers. He wants to get a job in computing.	Personal qualities and abilities	might be a good job
f Amna has lots of ideas about buildings. She designs new houses, flats and malls all the time.	Experience and Personal qualities and abilities	might be a good job, but needs to listen to clients as well as have own ideas

Exercise F and Closure

Elicit ideas from as many pupils as possible.

Reading Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that words can be built into other parts of speech – adjectives to adverbs. - Remembers the meaning of key words from the theme. - Remembers information about the jobs of journalist and architect. - Understands that you can use section headings to predict contents. - Finds key information in a text.	- Produces related words – verb, noun for person and thing, and adjective. - Uses words correctly in sentences. - Uses section headings to predict broad content.	Increases confidence in reading factual texts.

Exercise A

Go through the example. Pupils complete individually, then compare answers. Elicit answers.

Answers

Verb	Noun (thing)	Noun (person)	Adjective
employ	<i>employment</i>	<i>employer / employee</i>	<i>employed / employable</i>
manage	<i>management</i>	<i>manager</i>	(managed)
advertise	<i>advertisement</i>	<i>advertiser</i>	<i>advertised</i>
work	<i>work</i>	<i>worker</i>	(worked / working)
qualify	<i>qualification</i>	(qualifier)	<i>qualified</i>
require	<i>requirement</i>		(required)
complete	<i>completion</i>		<i>completed</i>
enter	<i>entry</i>	(entry)	

Workbook

Language and culture note

There are words for some of the grey boxes (in brackets), but their usage is above the level.

There is sometimes debate over whether a word is an adjective or a past participle in such structures as *The following qualifications are required ...*
The company is managed well.

The test is perhaps whether the word can be used attributively as well as predicatively, i.e., before a noun as well as after the verb *be*. Can we say:
The required qualifications ...? Yes, so it is presumably an adjective.
The managed company ... Not really, so it is presumably a past participle (although we can talk about a *managed fund*).

Exercise B

Set for individual work and pairwork checking. Go through the example. Elicit answers orally.

Answers

- At the end of the work experience, you get a *completion* certificate.
- You need good *qualifications* to become a doctor.

- Is there an age *requirement* for this job?
- We need a *qualified* accountant for our company.
- If you have a lot of useful skills, you become more *employable*.
- Good managers respect their *employees*.
- How can you *enter* the field of the law?
- Who should I send the *completed* application form to?

Exercise C

Refer pupils to the first text. Ask them which job it is about – *journalist*. Remind pupils that you can predict the content of sections from any heading. Get pupils to cover the right-hand column and predict the kind of content they expect to find in each section. Set for pairwork with a time limit of one minute. Feed back orally. Set for individual work and pairwork checking. Do not confirm or correct. Pupils can self-check by looking again at the text at the back of the Workbook.

Finish by giving information at random and asking pupils which section is probably comes from, e.g. *You need a degree in journalism* = qualifications.

Answers

Pupils should self-check, but the answers are:

Personal qualities and abilities	6	Career-entry jobs are low-paid, The starting salary for a cub reporter on a local newspaper is about 70,000 AED per year, but this can rise quite quickly.
Working hours	5	Employers look for people who have edited school newspapers, or written articles for club newsletters.
Workplace	1	Journalists must be good with words, written and spoken. They must be extrovert and they must like meeting new people. They must be interested in the world. They must also be able to type.
Qualifications	3	Journalists usually work in a newspaper or magazine office, but freelance journalists work from home. Some journalists travel all over the world.
Experience	2	Magazine journalists work from 9 a.m. to 5 p.m., Sundays to Thursdays, but other journalists sometimes work shifts. There is a lot of weekend work as well. The news never stops!
Salary	4	You need a degree in journalism or media studies for most jobs in this field. Media studies courses look at communication in the mass media.

Workbook

Exercise D

Refer pupils to the second text. Ask them which job this is about – *architect*. Remind pupils that they read this text in the lesson but did not spend a long time studying it. Point out that all the missing words are nouns, so they should look for adjectives or verbs to help them decide which one is missing in each case.

Set for individual work and pairwork checking. Pupils can check in pairs after completing each section. Feed back orally, getting pupils to explain how they worked out the correct word in each case. Do not confirm or correct if there are disagreements. Pupils can self-check at the end of the feedback by looking again at the text at the back of the Workbook.

Answers

Pupils should self-check, but the answers are, in order:

world
factories
buildings
career
abilities
mathematics
clients
computer
overtime
deadline
companies
experience
degree
courses
laws
rooms
salary
year

Answers

1 Architects design beautiful new buildings.	True.
2 Architects want new buildings to be safe.	True.
3 Architects do not need to be good at drawing because they can use a computer for that.	False: the article says architects need to be good at drawing and using computers for drawing.
4 Architects usually work all night.	False: they sometimes have to work late if there is a deadline.
5 It takes a long time to qualify as an architect.	True.
6 Architects can earn a good salary.	True.

Exercise E

Set for pairwork. Feed back orally.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Remembers meaning of key words from lexical set for this skills module of the theme. - Understands that documents are filed according to specific principles, e.g., topic. - Applies new information to the real world.	- Relates sound and sight. - Identifies key points about written form of key words. - Close copies key words. - Correctly identifies the form of a word required. - Demonstrates understanding of key words.	- Recruitment to broad topic. - Begins to understand the value of making the widest possible contribution to school life.

Introduction

Write *A Personal Profile* on the board: Ask pupils if they have any idea what it means. If they know, elicit a few ideas. If not, explain that they are going to learn about this during the theme.

Exercise A

Give pupils one minute to look at the red words. Set for individual work and pairwork checking. It should only take them a few moments to recognize the missing vowel. Feed back, getting the words on the board and highlighting the vowel in each case. Point out the different sounds of o in these words.

Answers

The missing vowel is o in every case, but it makes many different sounds.

ɒ	<i>office, shop</i>
əʊ	<i>envelope</i>
ʌ	<i>company</i>
ə	<i>computer</i>
ɜː	<i>work</i>
aʊ (with u)	<i>hours</i>
silent	<i>factory</i>

Methodology note

Remember: This is the Writing section, so the basic focus at all times should be on the sub-skills of writing. One of the most basic writing skills is spelling, and one of the problems of spelling in English is the lack of a simple sound/sight relationship. In other words, you cannot predict the spelling from the sound of the word. Pupils will be more familiar with these words in spoken form than in written, so they will constantly fall back on sound to predict spelling.

Exercise B

Refer pupils back to the red words. Set for pairwork. Feed back orally.

Answers

- a company, e-mail, factory, manager, secretary, start
- e computer, desk, e-mail, file, letter, manager, office, secretary, shelf, supermarket, website
- p company, computer, envelope, shop, supermarket, typist

Lesson 1

Exercise C

Refer pupils to the Record of Achievement. Do not deal with any of the words on the record at this point.

Set for individual work and pairwork checking. Feed back, getting the Table of Contents on the board. Deal with the meanings of new words.

You might also want to teach:

Exchanges = when a child from one country goes to a school in another country.

Work experience = spending some time working at a company while you are still at school.

Answers

School Examination *results* by subject

Achievements and prizes

Involvement in sport

Involvement in music and drama

Involvement in other clubs and *societies*

Posts of *responsibility*

Other *contributions* to school life

Educational visits and exchanges

Work experience (Grade 11 only)

Personal profile

Possible answers

a certificate for first aid (helping people after an accident)	2
a letter from the school; it begins 'Congratulations on your appointment as a prefect from next term ...'	6
a marked test paper	1
a newsletter from the History Club – it shows that you are the editor	5
a note from the headmaster; it begins: 'Thank you for your help during the open day ...'	7
a photograph of you on a visit to Al Ain Zoo	8
a certificate for Grade 5 piano	2
a photograph of you as captain of your school handball team	3
a programme from a school play, with you in the main part	4

Closure

Explain, if necessary, that a Personal Profile is an autobiography – information about yourself which will make you employable.

Exercise D

Set for group work. Feed back, trying to get consensus.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that records of achievement require personal information. - Recognizes that there are different kinds of achievement. - Applies new information to the real world.	- Activates schemata. - Follows instructions for filling in a form. - Completes a form with own information.	- Recruitment to specific topic. - Increases confidence in filling in a form with true information in English. - Organizes real information about self.

Introduction

Dictate words from Lesson 1 for pupils to write. Concentrate on any that caused problems to some or all of the pupils.

Exercise A

Set for individual work and pairwork checking. Feed back, building up the table on the board.

Answers

verb	noun
1 involve	<i>involvement</i>
2 contribute	<i>contribution</i>
3 achieve	<i>achievement</i>
4 employ	<i>employment</i>
5 apply	<i>application</i>
6 organize	<i>organization</i>
7 result	<i>result</i>
8 visit	<i>visit</i>

Exercise B

Refer pupils to the list of entries and the table at the bottom of the page.

- 1 Check understanding of some of the entries.

- 2 Demonstrate how to do the activity. Make sure pupils are only writing the letter of each piece of information, not the information itself. Set for individual work and pairwork checking. Feed back orally.
- 3 Set for pairwork. Elicit as many ideas as you have time for.

Answers

Achievements and prizes

*I won the class prize for English in Grade 8.
I have a certificate for First Aid.
I won the good behaviour prize in Grade 7.*

Involvement in sport

I am the captain of the school junior handball team.

Involvement in music and drama

I play the guitar and drums.

Involvement in other clubs and societies

*I am a member of the Geography Club.
I take an active part in the school Debating Society.*

Posts of responsibility

*I am a prefect.
I am the representative of my class on the School Council.*

Other contributions to school life

I help on Open Day. I show parents around the school.

Educational visits and exchanges

*I went to the Al Ain Zoo in January 2007.
I have just been to the National Museum.*

Lesson 2

Exercise C

Set for individual work. Monitor and assist.

Answers

Depend on pupils.

Language and culture note

It may be that some pupils do not have very much true information to write. This would be interesting in itself, as it would indicate that the pupil did not have a very wide range of achievements. You could say in this case: *Write things that you would like to achieve*, e.g., *I want to be captain of the handball team*.

Closure

Feed back, eliciting ideas for each section.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that one sound can be spelt in different ways. - Understands that there are some rules for the correct spelling of words with the sounds /g/ and /dʒ/. - Recognizes the sort of information which a personal profile should contain. - Understands the function of target structures.	- Correctly spells words with /g/ and /dʒ/ sound. - Lists and organizes items for a personal profile. - Identifies sub-topics in a formal document.	- Recruitment to specific topic. - Gives own ideas.

Introduction

Prompt pupils with words from the Table of Contents of the Record of Achievement. Get pupils to give you acceptable sentences for each section.

- 1 Set for pairwork brainstorming. Monitor and assist. Feed back, getting ideas, in no particular order, on the board.
- 2 Put pupils back into pairs to do this. Explain that you should not worry about order until you have brainstormed. Do not feed back on this. There is a self-check in C2 below.

Exercise A

Set for individual work then pairwork checking. Feed back, getting the words onto the board. Refer pupils to the Skills Check and work through it with the class.

Answers

See below Exercise C.

Answers

good	guitar	junior
June	grade	just
geography	programme	subject
general	large	exchanges

Patterns are in the Skills Check.

Exercise B

Remind pupils about the Personal Profile.

Exercise C

- 1 Refer pupils to the personal profile of Noura and the example contents. Go through the examples to show the way the pupils have to annotate the letter. Set for individual work and pairwork checking. Feed back, ideally with an annotated copy on datashow or OHT. Make sure pupils understand any new words.
- 2 Remind pupils of their numbered list of items and get them to compare – do they have more/fewer/different items? Do they have a different order?

Feed back, numbering the items on the board as directed by the pupils. Query anything which you think is wrong, but allow alternatives if you think they are all right.

Lesson 3

Answers

	Personal Profile
<i>name, age, nationality</i>	My name is Noura Salim. I am fifteen years old. I am Emirati. I am from Liwa. I attend Emirates School. I am in Grade 9.
<i>favourite subjects + reasons</i>	I enjoy school very much. My favourite subjects are Science and Religious Studies. I am also interested in History. I try hard to improve my English because it is very important in the modern world.
<i>helping at school – open days</i>	At school, I always help on Open Days. Sometimes I am a guide. I show people around the school. Sometimes I take part in model classes for a particular subject. I think this is very useful for learning work skills. It helps me to improve my communication skills. It also helps me to explain things to other people.
<i>helping at school – mentors/prefects</i>	I was a monitor for the IT room in Grade 8. This year, I hope to become a prefect. Next year, I would like to be a mentor for Grade 7 girls. This is a very important job. Mentors help new girls to make a good start in their new school.
<i>after-school activities</i>	Out of school, I go to the Debating Society. This helps me to be more confident with speaking in public. It also helps me to learn more about the world. I like the Debating Society because it makes me think for myself.
<i>summary</i>	In conclusion, I am a hard-working pupil with a high level of motivation to do well in my school work and my future career.

Closure

Point out that pupils are going to write their own Personal Profile in the next lesson, so they should start to think about the content. Point out that they need to say things which will impress an employer and make him/her want to give them the job.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Understands that verbs and noun phrases are collocated. - Understands that there are word order rules for using <i>also</i>. - Understands that information can be linked with reason by using the word <i>because</i>. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Correctly produces collocated verbs for key noun phrases. - Correctly edits sentences with <i>also</i>. - Correctly completes sentences with <i>because</i>. - Brainstorms and organizes own ideas. - Produces connected text to own writing plan.	- Recruitment to specific topic. - Works collaboratively with a partner on editing a text.

Introduction

Dictate some of the key words from this theme, including some of the words from Lesson 3, Exercise A.

Exercise A

Set for individual work then pairwork checking. Feed back, getting the pairs of words onto the board.

Answers

1 <i>attend</i>	school
2 <i>help</i>	new pupils
3 <i>take part in</i>	model lessons
4 <i>improve</i>	work skills
5 <i>explain</i>	things to people
6 <i>hope</i>	to become
7 <i>make</i>	a good start
8 <i>think</i>	for yourself
9 <i>speak</i>	in public

Exercise B

- 1 Set for individual work and pairwork checking. Do not confirm or correct.
- 2 Follow the same procedure.
- 3 Refer pupils to Grammar Check 1 to self-check.
- 4 Feed back, getting the correct sentences on the board.

Answers

- a My favourite subjects are Maths and Science. I *am also* interested in Arabic.
- b I like Science. I *also like* History.
- c I am a guide on Open Days. This helps my communication skills. It *also helps me* to explain things.

Exercise C

Follow the same procedure as Exercise B.

Answers

Depend on pupils.

Lesson 4

Exercise D

Work through the phases in the TOWER writing process.
This is the simplified version.

Set the task for individual work.

Closure

Set completion of the letter for homework. If you wish, read the personal profiles in a later lesson and get the class to decide who is most employable.

Writing Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that there are different parts of speech. - Recognizes that joining words introduce information which is logically related. - Applies information to the real world.	- Writes words from dictation. - Identifies parts of speech correctly. - Completes sentences in a logical way. - Edits a text. - Brainstorms and organizes ideas. - Produces a connected text from own writing plan.	- Accepts the ideas of others in brainstorming. - Transfers information from the real world.

Exercise A

Set for individual work and pairwork checking. Say the words. Pupils write in their notebooks.

Answers

1	meet	v
2	large	adj
3	company	n
4	salary	n
5	career	n
6	travel	v
7	retail	adj
8	manual	adj
9	experience	n
10	responsibility	n

Exercise B

Point out that pupils must complete each sentence with logical information after the joining word. The information does not have to be true. Sentences 5–9 are specifically designed to help pupils write their texts for Exercise C.

Set for individual work. Feed back orally. Choose the best ending(s).

Possible answers

- I am 14 years old and *I go to Emirates School.*
- I am from Abu Dhabi but *I live in Dubai.*
- I like English and I also *like sports.*
- I want to improve my English because *it's very important.*
- My father is a manager of *a large international company.*
- My mother works for a *small retail organization.*
- My brother works from *8.00 a.m. to 4.00 p.m.*
- My sister is good at *drawing.*
- Every morning my father *has a meeting with the other managers.*

Workbook

Exercise C

This activity will help prepare pupils for the writing activity which follows. Set the task and go over the example. Pupils complete individually then compare answers. Elicit answers and highlight some of the problem areas on the board. The activity focuses on the following areas:

- 3rd-person simple present tense
- prepositions
- word order with *also*
- agreement, e.g., *some qualifications*
- good at + *-ing*
- present perfect simple + *for* + number of years

Answers

My uncle *is* 45 years old. He is a director *of* an international bank. It is a very big *organization*. The bank *employs* a lot of people. My uncle *has had* the job for ten years. He is responsible *for* business clients. He is also involved *in* getting new business. Everyday he *writes* e-mails and goes to meetings.

My uncle works *from* 9.00 to 8.00 or 9.00 in the evening. Sometimes he *also works* weekends. He *doesn't* get money for overtime but he earns a very good salary. He also *has* a company car.

He has got a degree in business and *some* banking qualifications. He is good at *meeting* people and selling.

Exercise D

Remind pupils about the TOWER of writing, eliciting the meaning of each letter.

Pupils should not use Exercise C as a model, but they can use some of the patterns/structures from the text.

Remind pupils of other vocabulary and structures they can use from the theme, especially the speaking lessons.

Answers

Depend on the pupils.

Grammar

Objectives

Knowledge	Skills	Attitude
- Recognizes the correct form for a range of structures in the theme (all skills). - Recognizes areas where learning is not complete.	- Follows instructions. - Chooses the correct form.	Increases confidence in understanding of target grammar from the theme.

Read the sentences. Circle the correct word or phrase in each case.

- There are four types of job. subject verb agreement – plu. + *be* (Table 1)
- The work here is very interesting. uncountable noun work
- Career-entry applicants do not need experience. zero article in generic statements (Table 2)
- How long do they want us for? structure of open questions in simple pres.
- What do they need? structure of open questions in simple pres.
- You must be at least 18. modal verbs + *be* (Table 3)
- She must complete the form. modal verbs + bare infinitive (Table 3)
- They can work overtime if they want. modal verbs + bare infinitive (Table 3)
- Most people work for three months. *most* as a determiner + noun
- It is very hard work. uncountable noun work
- We need to find an energetic young person. adjective + noun
- We all work a five-day week. zero plural *s* in compound adjectives
- We get up early and we go to bed late. connectors: additive conjunction *and*
- The work is very hard but it is very interesting. connectors: contrastive conjunction *but*
- You can work for one, two or three months. connectors: alternative conjunction *or*
- I'm good at English so I can help teach it. connectors: resultative conjunction *so*
- He did not get the job because he was too young. connectors: causative conjunction *because*
- They are looking for new assistants to help them. prepositional verb *look for*
- I would like to work at the weekend. prepositions in time phrases (Table 4)
- Most holiday jobs last from June to August. prepositions in time phrases (Table 4)

Objectives

Knowledge	Skills	Attitude
Recognizes key structures.	- Follows instructions. - Completes sentences and tables with correct forms.	Individualizes learning – chooses items which need further study.

A Look at Table 1a.

- Use these nouns to make statements about a work experience company.

helpline website holiday jobs
part-time jobs

Table 1a: There + verb (be) + noun phrase

There	Verb	Noun phrase
There	is	a <i>helpline</i> .
There	is	a <i>website</i> .
There	are	some <i>holiday jobs</i> .
There	are	a lot of <i>part-time jobs</i> .

- 2 Make *yes/no* questions. (Use *any, many*.)

Is there a helpline?

Is there a website?

Are there any holiday jobs?

Are there many part-time jobs?

- 3 Make the sentences negative. (Use *any, many*.)

There is not (isn't) a helpline.

There is not (isn't) a website.

There are not (aren't) any holiday jobs.

There are not (aren't) many part-time jobs.

- 4 Add these adjectives to your sentences. Say them to yourself: *useful, short, interesting, friendly*

There is a friendly helpline.

There is a useful website.

There are some short holiday jobs.

There are a lot of interesting part-time jobs.

B Look at your work in A and at Table 1b.

- 1 Write your A4 sentences into **first mention** boxes.

- 2 How do **first mention** sentences begin?

With there + be

- 3 How do **further information** sentences begin?

With 3rd-person subject pronouns (He/She/It/They) + be.

- 4 Complete the further information sentences.

C Look at Table 2.

- 1 Add *a* and *the* where necessary. If no article is necessary, write nothing.

- 2 Match a–c and i–iii to form the correct rules.

a Use *a/an/some* + noun when you ... **iii**

b Use *the* + noun when you ... **ii**

c Use zero article when you ... **i**

i ... refer to all things/people in a group.

ii ... refer to particular things/people we know about.

iii ... first mention particular things/people.

D Look at Table 3.

- 1 Complete the table with these modal verbs:

must can cannot (can't)

- 2 State rules in your country.

• To (drive/get married), ...

To drive, you must be 18.

• If you are not (age), ...

If you are not 18, you cannot (can't) drive.

Table 1b: First mention + further information

<i>There is/are + first mention</i>	<i>Pronoun + is/are + further information</i>
<i>There is a friendly helpline you can call.</i>	<i>It is open all day.</i>
<i>There is a useful website.</i>	<i>It is easy to use.</i>
<i>There are short part-time jobs.</i>	<i>They are for three or four weeks.</i>
<i>There are interesting holiday jobs.</i>	<i>They are for six weeks.</i>

Table 2: Indefinite, definite and zero articles

	<i>Article + noun</i>
Today, we're going to play	a game of football.
Well, I don't want to play in	<i>the</i> game.
That's because I'm no good at	games.

Table 3: Modal verbs must, can, cannot (can't)

	<i>Modal verb + verb</i>	
To get a holiday job, you	<i>must be</i>	at least 18.
If you work for us, you	<i>can get</i>	free accommodation.
If you are not in education, you	<i>cannot work (can't)</i>	for us.
To apply for a job, you	<i>must complete</i>	a form.

Table 4: Prepositions in time expressions

	<i>Time expressions</i>
Zara got the job of counsellor at a summer camp.	<i>in</i> April.
Camp started	<i>on</i> June 1.
Now it is early July, so she has been there	<i>for</i> about a month.
She plans to work all the way	<i>through</i> the summer.

E Look at Table 4.

- 1** Circle these prepositions in the time expressions:

at	during	for	from ... to/until
in	on	through	until

- 2** Write about your life. Include time expressions.

Model answer

I was born in Dubai in 1993, and I lived there until I was four. Then from 1997 to 2003, I lived in Abu Dhabi and, during that time, I went to primary school. For the last four years I have been back in Dubai. I worked for my uncle through the summer this year. Then on 20th September this year, I started Grade 9.

Table 4: Prepositions in time expressions

	Time expressions
Zara got the job of counsellor at a summer camp.	in April.
Camp started	on June 1.
Now it is early July, so she has been there	for about a month.
She plans to work all the way	through the summer.

Project 3: Jobs

Jobs: 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of different jobs.	- Activates schemata. - Makes questions in writing and speech for a specific research purpose. - Records information from a talk in a table.	- Recruitment to the specific topic. - Takes part in a discussion. - Takes an active role in asking the teacher questions. - Works collaboratively with a group.

General note

It is anticipated that the project work detailed here will last approximately four days. You may wish to set homework at the end of the second and third days so that you can maximize the class time on project days three and four.

Exercise A

Write the title of the project on the board: *Jobs*

Start by saying:

We are going to do a project now. It brings together all the work we have done for the last few weeks. The project for this theme is: Jobs.

- 1 Refer pupils to the picture – it in fact shows the manager and shop assistants on a food counter in a supermarket, but do not tell pupils at this stage. Give them a few moments to guess the sort of job, but do not confirm or correct.
- 2 Refer pupils to the other questions. Get them to complete the questions. Feed back orally, checking the pronunciation, especially intonation.
- 3 Hand out the project data collection form, copied from the back of this book. Ask pupils to write the title of the project at the top of the form. Dictate the questions. However, tell pupils just to write one, two or three words in each case – see second column of Answers.

- 4 Set as a whole-class activity. Invite someone to ask you a question, allow other pupils to correct if necessary, then answer the question. All the answers are in the Answers section. If a pupils does not make a good question, do not answer until someone has corrected it, in terms of pronunciation as well as structure and vocabulary. Point out that pupils should only write notes in the second column of the form.
- 5 Set for pairwork. Feed back, building up the table on the board.

Tapescript

What's the name of the job?

What does it involve?

What sort of person is good at it?

What are the working hours?

What are the benefits?

What qualifications do you need?

What experience do you need?

What's the starting salary?

Project 3: Jobs

Answers

Full questions	Note	
What's the name of the job?	job?	<i>The job is retail manager. Retail is another word for selling so a retail manager is in charge of a shop or a store.</i>
What does the job involve?	involve?	<i>At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store; A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy.</i>
What sort of person is good at this job?	person?	<i>A manager must be confident. A manager must be able to deal with people – staff and customers.</i>
What are the working hours?	working hours?	<i>The normal working hours are 9-5, six days a week but there is lots of overtime. This is not paid for in many cases.</i>
What are the benefits?	benefits?	<i>A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10% or 20% less than other customers.</i>
What qualifications do you need?	qualifications?	<i>You need a degree for most stores. A degree in business or retail management is obviously the best.</i>
What experience do you need?	experience?	<i>Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends.</i>
What's the starting salary?	starting salary?	<i>The starting salary is quite low – about £12,000 in a small company, perhaps £17,000 in a large company.</i>

Exercises B, C and D

Follow the instructions as written. However, set Exercise E before explaining Exercise B. Bring each group to the front in turn. While each group is listening, get the other group to work on Exercise E.

Tapescript

Group 1

I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 to about 3.45, but a teacher's day is longer. I work from about 8.00 to about 5.00. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, and write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into school when the children are on holiday, and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brother or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £18,000 per year at first.

Group 2

I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Mondays to Fridays.

However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies, but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £14,000 per year at first.

Answers

Model notes

Job?	Primary school teacher	Solicitor
involve?	teach children between 5 and 11; all subjects, e.g., hist, geog, science	helping people with legal problems or legal documents, e.g., when you buy or sell a house
person?	patient; like children	patient; able to listen; careful
working hours?	8–5, Monday to Friday but work at home = preparing lessons, marking homework, writing reports; managing clubs	37 hours per week, Monday to Friday, but may be on call at weekends and during national holidays
benefits?	average = 39 weeks/year – but lots of preparation in the holidays	can start your own business after some years
qualifications?	teaching certificate; one year as a practice teacher	degree or diploma in law
experience?	younger brothers and sisters; nursery school	work experience in solicitor's office
starting salary?	£18,000 p.a. first year	£14,200 p.a. first year

The only similarity mentioned is that you need to be patient for both jobs.

Exercise E

Set the exercise for pupils to complete while the other group is listening to the recording. Point out that on this occasion there are several words for some of the letters and none for others. Point out also that jobs are often phrases, e.g., *police officer*. Give more examples if necessary. Feed back at the end of the lesson, building up the words on the board. Check pronunciation and spelling.

Answers

accountant, architect, artist, actor
 bank clerk; barrister
 clerk; computer programmer; chef; cook
 doctor
 engineer
 fire fighter, footballer
 geologist; gardener
 hotelier
 IT teacher; interpreter
 journalist
 k
 librarian; language teacher
 musician; manager
 nurse
 office worker; officer (in the police/armed forces)
 police officer; politician, personal assistant
 q
 researcher; receptionist
 solicitor; sales person
 teacher; telephonist; tour guide; translator
 university lecturer
 vet
 w
 x
 y
 zoo keeper

Jobs: 2

Objectives

Knowledge	Skills	Attitude
Builds knowledge of different jobs.	Records information from a text in a table.	Works collaboratively with a group.

Exercise A

Put the pupils into two groups, numbered 1 and 2. Refer each group to one of the texts at the back of the workbook as follows:

Group 1 *So you want to be an advertising executive*

Group 2 *So you want to be a petroleum engineer*

Hand out another copy of the blank data collection form – see the end of this book. Ask pupils to read and make notes by themselves. Then allow them to discuss and check the final notes in their group. Monitor and assist each group. During this stage, refer pupils back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes which are emerging from each group.

Exercise B

Put the pupils into new groups. Each group must have at least one person from each group, 1 and 2. Each pupils must give the relevant information of his/her job and the other pupils take notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group. Once again, use the model notes at the end of this section to ensure that the groups are producing good notes of all events.

Exercise C

Put pupils back into their groups from Exercise A. They should now all have notes on the other two jobs and can compare/correct them. Monitor and assist each group. Make notes of oral production this time – accuracy of pronunciation/correct use of vocabulary and grammar.

Answers

Model notes

Job?	Advertising executive	Petroleum engineer
involve?	thinking up new ideas for advertisements, making adverts	design and build refineries, responsible for maintenance, health and safety
person	knowledgeable, creative, passionate about work, determined, not afraid to compete	interested in Chem.; good at Maths, understand principles of engineering; high standard of comp. literacy, esp. CAD
working hours?	lot of early morning, evening and weekend work	37–40 hours R&D 50–55 hours, inc. evenings/weekend Maintenance and control
benefits?	sometimes can work in other countries	exciting!
qualifications?	degree but not in a particular subject	degree in chem. eng.
experience?	some evidence of creativity – paintings, drawings, poetry, other creative writing	computer programs, esp. CAD
starting salary?	£18,000 p.a. at first, but can rise to £40,000 p.a.	£19,000 = training £35,000 = experienced £50,000 = more qual.

Jobs: 3

Objectives

Knowledge	Skills	Attitude
Understands the need to use a writing plan for a talk.	Produces a talk to a writing plan.	- Increases confidence in talking in public. - Takes an active role in asking other pupils questions.

Exercise A

Ask pupils to choose one of the jobs to speak about. The most interesting way to do this is to get pupils to role-play the part of, e.g., an architect.

If you do not get roughly equal numbers for each of the jobs, ask some pupils to change group. Give pupils time to turn notes into spoken sentences on their own. Help individual pupils who are struggling.

Exercise B

Put pupils into groups with the same job. Get the pupils to give a talk, one sentence at a time. Encourage pupils to help each other with pronunciation and vocabulary/grammar. Monitor and assist each group.

Exercise C

Make groups with pupils from different jobs. Ask pupils to give their talks in turn. They give a short talk then answer questions, making up information which does not appear in the article. They don't have to write anything down this time.

Jobs: 4

Objectives

Knowledge	Skills	Attitude
- Understands the need to use topic sentences for a written text. - Understands the need to expand topic sentences into paragraphs.	- Produces topic sentences. - Expands topic sentences to paragraphs.	- Increases confidence in writing from notes. - Works collaboratively with a group.

Exercise A

Ask pupils to choose one of the three jobs they have heard about. When they have chosen, put pupils into groups according to their choice, i.e., one group for the primary teacher, one for the solicitor and one for the architect. Get pupils to make a page for the choose-a-career.com website for their job.

Exercise B

Put pupils in groups to compare and correct pages.

Feed back, by getting pupils to show their pages. Choose the best ones for display.

Project work

Project Form

Model answers

Job?	Retail manager	Primary school teacher	Solicitor	Advertising executive	Petroleum engineer
involve?	manage a department then a complete store; organize the work of the staff; check stock	teach children between five and 11; all subjects, e.g., hist, geog, science	help people with legal problems or legal documents, e.g., when you buy or sell a house	thinking up new ideas for advertisements, making adverts	design and build refineries, responsible for maintenance, health and safety
person?	confident; able to deal with people	patient; like children	patient; careful	knowledgeable, creative, passionate about work, determined, not afraid to compete	interested in Chem.; good at Maths, understand principles of engineering; high standard of comp. literacy, esp CAD
working hours?	9–5, six days a week, but lots of overtime (unpaid)	8.45 a.m. to 3.40 p.m. Monday to Friday but work at home = preparing lessons, marking homework, writing reports; managing clubs	37 hours per week, Monday to Friday but may be on call at weekends and during national holidays	lot of early morning, evening and weekend work	37–40 hours R&D 50–55 hours, inc. evenings/weekend Maintenance and control
benefits?	discount on purchases from the store	average = 40 weeks year – but lots of preparation in the holidays	can start your own business after some years	sometimes can work in other countries	exciting!
qualifications?	any degree but one in business or retail management best	teaching certificate; one year as a practice teacher	degree or diploma in law	degree but not in a particular subject	degree in chem. eng.
experience?	sales experience in summer holidays;	helping at primary school	work experience in summer holidays;	some evidence of creativity – paintings, drawings, poetry, other creative writing	computer programs esp. CAD
salary?	£12,000–£17,000 depending on the size of the company	£18,000 p.a. first year	£14,000 p.a. first year	£18,000 p.a. at first, but can rise to £40,000 p.a.	£19,000 = training £35,000 = experienced £50,000 = more qual.