

3

The world of work

3.1 Jobs

GOALS ■ Talk about jobs ■ Ask yes/no questions

Vocabulary & Speaking jobs

1a Work with a partner. Match the jobs in the box to photos 1–12.

businessman/businesswoman chef cleaner dentist hairdresser
journalist mechanic musician nurse photographer pilot student

- b 3.1))) Listen to people talking about the jobs in exercise 1a and check your answers.
- c 3.2))) Listen and mark the stressed syllable in the words from exercise 1a.
●
businessman
- d 3.2))) Listen again and repeat.
- 2 Work with a partner. Write jobs from exercise 1a and any others you know in the table. You can write a job in more than one group.

Work inside	Work outside
Well-paid	Badly-paid
Work with a computer	Work with their hands

- 3 Work in small groups. Use the ideas in exercise 2 and your own ideas to choose the three best jobs. Tell your partners your reasons.
I think the best job is a ... because ...



Grammar & Listening *yes/no* questions

- 4 Read the advert and answer the questions with a partner.
- 1 What is the advert for?
 - 2 What type of person will answer the advert?

Do you have an unusual job?

Are people surprised when you tell them what you do?

Does your job make you happy?

Is your job very difficult?

Do you do something very dangerous?

We want to make a television programme about people with unusual jobs and we want to hear from you. If you have an unusual job, please telephone us on 0456 789789 and leave a message.

- 5 Underline the first word in all the questions in the advert and complete the questions in the Grammar focus box.

GRAMMAR FOCUS *yes/no* questions

- Questions with *be*
Are you a pilot? Yes, I *am*./No, I'm *not*.
 1 your job very difficult? Yes, it *is*./No, it *isn't*.
- Questions with other verbs
 2 your job make you happy? Yes, it *does*./No, it *doesn't*.
 3 you have an unusual job? Yes, I *do*./No, I *don't*.

→ Grammar reference page 140

- 6a Máté Fehér from Budapest, Hungary and Dana Schriffer from Santa Fé, USA have unusual jobs. Work with a partner. Look at the words and photos. What do you think their jobs are?

music cinema weather fire



- b 3.3))) Listen to Máté and Dana talking about their jobs and check your answers to exercise 6a.
- c Work with a partner. Would you like to do Máté and Dana's jobs? Why/Why not?

- 7a Complete the questions and answers about Máté and Dana.

- 1 Does Máté _____ at the cinema?
Yes, he _____.
- 2 _____ he always _____ fast music?
No, he _____.
- 3 _____ Dana a police officer?
No, she _____.
- 4 _____ she _____ in a big office?
No, she _____.
- 5 _____ she _____ her job?
Yes, she _____.
- 6 _____ Dana and Máté _____ unusual jobs?
Yes, they _____.

- b 3.4))) Listen and check your answers.

PRONUNCIATION *do and does*

Do and *does* are not stressed in questions, but they are stressed in short answers.

Do they like their jobs? Yes, they do.

- 8 3.5))) Listen and repeat the questions and answers.

- 1 A Do they like their jobs? B Yes, they do.
- 2 A Does he play the piano? B Yes, he does.
- 3 A Does he sell tickets? B No, he doesn't.
- 4 A Do you have a job? B No, I don't.

- 9 Work with a partner. Take turns to ask and answer questions about Dana and Máté using the phrases in the box.

Dana	Máté
be a police officer	be a piano player
check the weather every day	play slow music
work from home	work at the theatre

- A *Is Máté a piano player?*
 B *Yes, he is.*

- 10a **TASK** Work with a partner. Write 4–6 questions for a quiz called 'What's the best job for you?' Use the ideas in the box and your own ideas.

Are you an outdoor person? Do you walk a lot?

a calm person an outdoor person
 enjoy helping people get up early in the morning
 like being busy like children like working alone
 like working with computers organized walk a lot

- b Work with a different partner. Take turns to ask and answer your questions in exercise 10a.
- c What is a good job for your partner in exercise 10b? Tell the class and give reasons.

3.2 What do you do?

GOALS ■ Talk about work ■ Ask *Wh-* questions

Vocabulary & Speaking work

1 Work in small groups. Which of the things in the box do you think are most important in a job? Are any of them not important?

hours money people you work with place of work

2 Read the blog and answer the questions.

- 1 Who works in their house?
- 2 Who likes their job very much?
- 3 Who makes a lot of money?
- 4 Who doesn't like the clothes they wear at work?

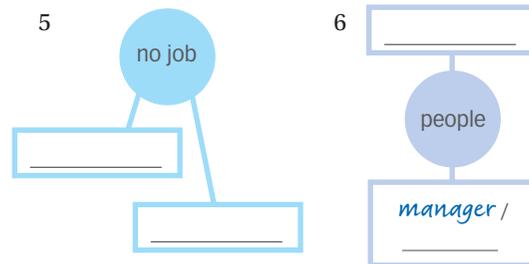
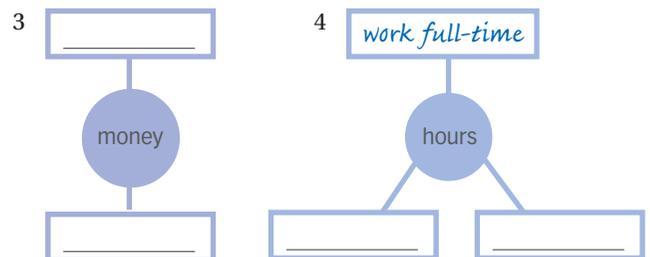
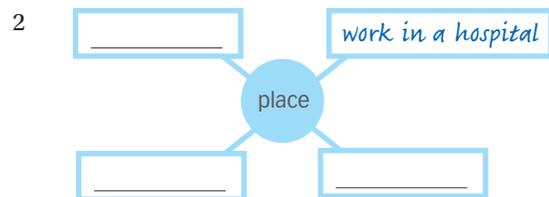
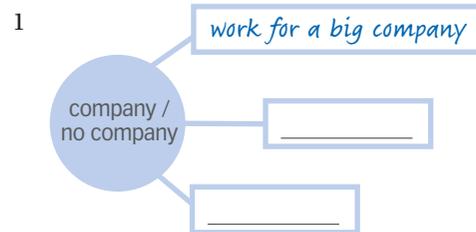


WHO DOES WHAT IN MY FAMILY?

My name's Pierre and I'm 24 years old. I'm French and I live in Lyon. I'm a photographer and I **work from home** – I don't have a **boss** because I **work freelance**. My father is a mechanic and he **works in a factory**. He really enjoys his job because his **colleagues** are also his friends! My mother is a journalist and she **works for a fashion magazine**. She **works in a big office** in the centre of town and earns a very good **salary**. My brother really wants to work and **earn** money, but at the moment he is **unemployed**. My sister is a police officer and she's always tired because she **works long hours**. And she hates the uniform that police officers wear! My grandfather is **retired** now, but my grandmother **works part-time** as a cleaner. She works twenty hours a week.



3a Read the blog again and write the words and phrases in **bold** in the correct place in the diagrams.



b 3.6))) Listen and check your answers.

c 3.6))) Listen again and repeat.

4 Work with a partner. Take turns to ask and answer questions about yourselves or someone you know using the phrases in the box.

colleagues earn manager/boss office retired salary unemployed uniform work freelance work for a big company work from home work long hours work part-time

A Do you work in an office?

B No, I don't. I work outside.

Reading & Grammar *Wh-* questions

5a Work with a partner. Look at the photo and the caption and answer the questions.

- 1 What are stand-up meetings?
- 2 Why do you think people have them?



b Read the online article and check your answers. What do you think of stand-up meetings?

FAQs STAND-UP MEETINGS

- 1 _____ Like a normal meeting, a group of people from the same office come together and discuss work. But they don't sit down, they stand up!
- 2 _____ They happen in the offices of many companies around the world. They are very common in software companies.
- 3 _____ Because when people stand up, they don't feel comfortable, and they only talk about the important things. And it's not easy to play with your phone when you're standing up because your boss can see your hands!
- 4 _____ Everyone usually speaks, but sometimes there isn't enough time.
- 5 _____ Companies usually have stand-up meetings in the morning, at about 9.00 a.m.
- 6 _____ They are usually once a week, but some companies have them every day.
- 7 _____ People talk about three things: work from yesterday, plans for today, possible future problems.

6 Work with a partner. Write questions a-g next to the correct answers 1-7 in the article.

- a When do the meetings happen?
- b Where do these meetings happen?
- c Who speaks at the meetings?
- d What does everyone talk about?
- e What is a stand-up meeting?
- f How often do the meetings happen?
- g Why do people stand up?

7 Complete the rules in the Grammar focus box with the correct word. Use the questions in exercise 6 to help you.

GRAMMAR FOCUS *Wh-* questions

We use:

- 1 _____ to ask questions about things.
- 2 _____ to ask questions about people.
- 3 _____ to ask questions about times.
- 4 _____ to ask questions about places.
- 5 _____ to ask about reasons.
- 6 _____ to ask about frequency, e.g. *once a week, every day*.

→ Grammar reference page 141

8a Work with a partner. Choose the correct question word.

- 1 *When / Where / Who* do you live?
- 2 *Where / When / What* do you usually wear to work?
- 3 *Who / What / Why* do you want to learn English?
- 4 *What / What time / Who* do you start work or class?
- 5 *When / Who / What* do you take breaks?
- 6 *Why / Who / How often* do you live with?
- 7 *What / When / Why* do you do when you're bored?
- 8 *Who / What / How often* do you check your emails?

b 3.7))) Listen and check your answers.

PRONUNCIATION *Wh-* questions

Intonation usually falls ↘ at the end of *Wh-* questions.

9 3.8))) Listen and repeat the questions.

- 1 Where do you live?
- 2 What do you usually wear to work?
- 3 How often do you check your emails?

10 Work in small groups. Take turns to ask the questions from exercise 8a. Remember to use falling intonation.

11a **TASK** Work with a partner. Ask questions to find out about your partner's family and their jobs. Make notes.

- A *What does your brother do?*
- B *He's a journalist.*
- A *Where does he work?, etc.*

b Write three sentences about your partner's family and their jobs. Do not write what member of your partner's family they are.

Erika's _____ is a journalist and he works from home.

c Work in small groups. Take turns to read your sentences and guess who the people are.

I think Erika's brother is a journalist.

▶ VOX POPS VIDEO 3

3.3 Vocabulary and skills development

GOALS ■ Recognize the schwa sound ■ Use the suffix -er

Listening & Speaking the schwa /ə/

1 Work with a partner. Look at the four photos of people at work. What jobs do they do? Do you think these jobs make them happy?

2a 3.9))) Listen to the names of the jobs in exercise 1 and circle the unstressed syllables.

author mechanic pilot teacher

b 3.9))) Listen again and repeat.

3 3.10))) Read and listen to the information in the Unlock the code (1) box about the schwa /ə/ sound in words.

UNLOCK THE CODE (1) the schwa /ə/ sound in words

Many words have an unstressed syllable that is usually pronounced with a **schwa** /ə/ sound. The sound is often (but not always) on the last syllable.

farmer, woman, hairdresser, salary, agree

4 3.11))) Listen to the words and circle the schwa /ə/ sound in each word.

@address after again answer breakfast
clever daughter forget internet later

5 3.12))) Read and listen to the information in the Unlock the code (2) box about the schwa /ə/ sound in phrases.

UNLOCK THE CODE (2) the schwa /ə/ sound in phrases

Many common words are often unstressed in phrases and pronounced with a schwa /ə/ sound, e.g. *a, the, can, are, that*, etc.

a new book author and mechanic
to be happy for ten minutes
lots of books at home



6a 3.13))) Listen to phrases from a radio programme about jobs and happiness. Complete each phrase with one or two words.

- 1 _____ recent report
- 2 one job _____ makes people very happy
- 3 there _____ three reasons
- 4 work _____ company
- 5 a lot _____ different people

b 3.13))) Listen again and repeat.

7 3.14))) Work with a partner. Listen to the radio programme and answer the questions.

- 1 What are Matthew Crawford's two jobs?
- 2 Which people does he think are ...
 - a happy in their jobs? Why?
 - b unhappy in their jobs? Why?
- 3 Why do some people disagree?
- 4 In a recent report, what job makes people very happy?
- 5 Why are these people happy?

8 Work in small groups. Discuss the questions.

- 1 Do you agree with Matthew Crawford? Why/Why not?
- 2 What jobs do you think make people happy? Why?



Vocabulary & Writing -er suffix

9 Look at the words in the box and answer the questions.

- 1 What are the last two letters of each word?
- 2 How are the two letters pronounced?

cleaner farmer hairdresser office worker

10a Read the information in the Vocabulary focus box.

VOCABULARY FOCUS -er suffix

- Sometimes we add *-er* to a verb to make a noun. *-er* can mean the person or the thing that does the action.
I teach. I'm a teacher.
It plays MP3s. It's an MP3 player.
- For most verbs ending in *-e*, we just add *-r*.
I drive a bus. I'm a bus driver.
- For most verbs ending in a single vowel + a consonant, we double the consonant and add *-er*.
You win. You're the winner.

b Work with a partner. Complete the table.

Verb	Noun
teach	a teacher
paint	1 _____
2 _____	a dancer
build	3 _____
4 _____	a singer
write	5 _____
6 _____	a beginner
run	7 _____
8 _____	a baker
play a DVD	9 _____
work	10 _____

11 Work with a partner. Use the verbs in the box to make nouns ending in *-er*. Complete each sentence with the correct noun.

bake begin drive farm heat manage win write

- 1 My father is a baker. We get free bread and cakes every day!
- 2 When I have a problem at work, I speak to my _____.
- 3 My cousin is a famous _____. Her books are very popular.
- 4 It's difficult for a _____ to understand very much in a new language.
- 5 I don't like being in the car with my brother. He's a really bad _____.
- 6 My Uncle Andrew is a _____. He keeps animals and grows vegetables.
- 7 The _____ of the competition receives £100.
- 8 It's a bit cold in here. Shall I go and get the _____?

12a **TASK** Work with a partner. Write five definitions for words that end in *-er* from exercises 9–11. Do not use the verb in your definition.

This person makes bread.

We use this thing to listen to music.

b Work with a different partner. Take turns to read your definitions and guess the word.

A *This person makes bread.*

B *A baker.*

3.4 Speaking and writing

GOALS ■ Make requests ■ Use opening and closing phrases in an email

Listening & Speaking making requests

- 1 Work with a partner. What requests do students and teachers make on the first day of a computer course? Make a list.
- 2 **3.15**) Listen to a teacher talking to a class of students on the first day of a computer course. Are any of the requests the same as yours in exercise 1?
- 3a Match requests 1–6 from the listening to answers a–f. Which answers are positive (+) and which are negative (-)?
 - 1 Could I open the window?
 - 2 Could you give your personal details to the administrator?
 - 3 Could I send them by email later?
 - 4 Can you repeat that, please?
 - 5 Can we use the computers after class?
 - 6 Can we leave our books and bags in the computer room?
 - a Sorry, but I don't have them with me today.
 - b Yes, of course. It's really hot in here.
 - c That's fine. Just tell the administrator before you leave.
 - d I'm afraid not. There are evening classes in that room from 6 p.m.
 - e Yes, of course, but you need a password.
 - f Sure. It's student451. That's S-T-U-D-E-N-T-451.
- b **3.16**) Listen and check your answers.
- c Work with a partner. Take turns to practise the requests and answers in exercise 3a.
- 4a **3.17**) Listen to some sentences from the Language for speaking box. Notice that the intonation rises \nearrow at the end of *yes/no* questions, and falls \searrow on the answers.
 - 1 A *Can I sit here, please?*
B *Of course you can.*
 - 2 A *Could I leave early tomorrow?*
B *I'm sorry, but that's not possible.*
- b **3.17**) Listen again and repeat.

- 5 Work with a partner. Complete the requests with verbs from the box.

bring call leave lend park pay tell use

- 1 Can I bring a friend with me?
 - 2 Could you _____ me at my office in the morning?
 - 3 Can I _____ the phone?
 - 4 Could you _____ me some money for the bus?
 - 5 Can I _____ my coat here?
 - 6 Can I _____ here for about an hour?
 - 7 Could you _____ me the time?
 - 8 Can I _____ for this later?
- 6 Work with a partner. Take turns to make and answer requests with the eight questions in exercise 5. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING making requests

Making requests

Can I/we sit here, please?

Could I/we start the meeting?

Can you pass me the salt?

Could you open the window, please?

Answering requests

(+) *Yes, of course.*

(-) *I'm afraid not.*

Yes, that's fine.

No, I'm sorry, but ...

Sure.

NOTE: We use *Could I/Could you*, not *Can I/Can you*, when we want to sound more formal and polite.

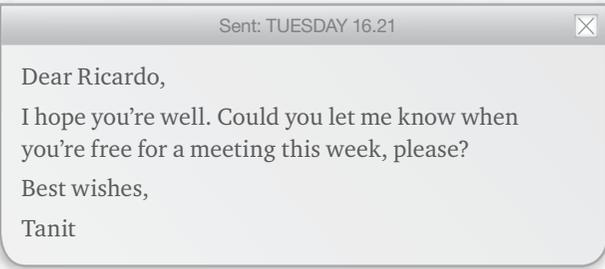
- 7 **TASK** Work with a different partner. Look at situations 1–3. Take turns to make and answer requests. Think of three requests for each situation.

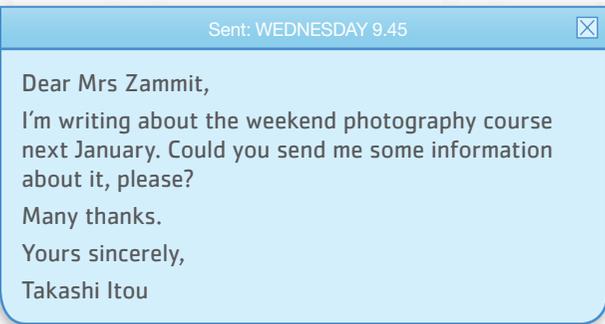
- 1 first day staying with an English-speaking family
- 2 joining a library
- 3 staying in a hotel

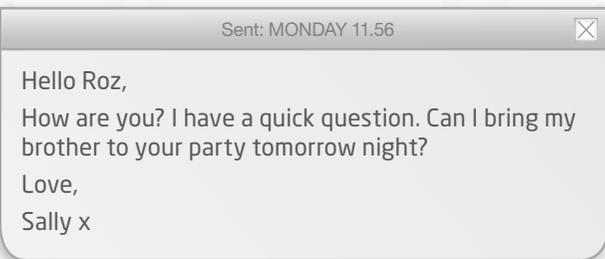


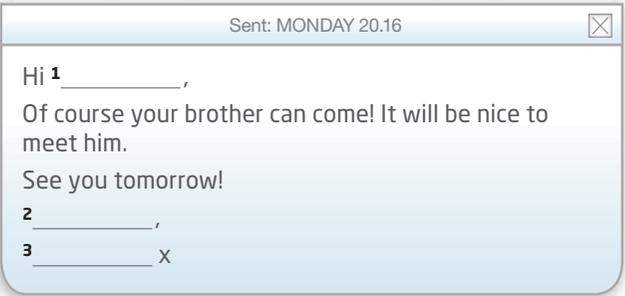
Reading & Writing opening and closing an email

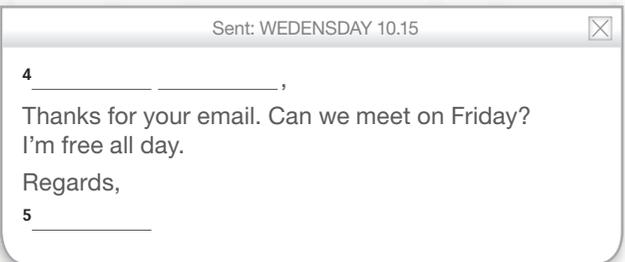
8 Work with a partner. Match emails 1-3 to replies a-c.

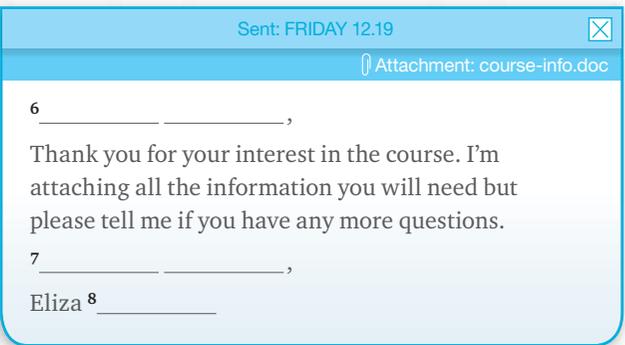
1 

2 

3 

a 

b 

c 

9a Work with a partner. Look again at emails 1-3. How well do the people know each other?

b Complete the gaps in emails a-c with names and phrases. Use the Language for writing box to help you.

LANGUAGE FOR WRITING
opening and closing an email

FORMAL	<p><i>Dear Mr/Mrs/Ms/Miss Gulzar,</i> <i>Yours sincerely,</i></p> <hr/> <p><i>Dear Patricia,</i> <i>Best wishes,/Regards,</i></p> <hr/> <p><i>Hi/Hello Johan,</i> <i>All the best,/Love,</i></p>
INFORMAL	

10a **TASK** Look at requests 1-3. Choose one of them and write a short email. Decide how well you know the person you are writing to.

- 1 ask a colleague to go for lunch
- 2 ask a hotel about a car park
- 3 ask another student to join your study group

b Swap emails with a partner and write a reply.

c Return your email to your partner. Are the phrases for opening and closing the email correct?

3.5 Video

An Iranian doctor in the USA

1a Work with a partner. Think of three jobs where people help others. How do they help people ?

b Look at the photos. Which of these things do you see in them?

bed degree doctor hospital laptop medicine
nurse patient phone pillow reception university

c Would you like to work as a doctor or a nurse? Why/Why not?

2 ▶ Watch the video. What do times and numbers 1-8 refer to?

- | | |
|-------------|---------------------|
| 1 1,000 | 5 7.30 a.m. |
| 2 36,000 | 6 midday |
| 3 2001 | 7 three times a day |
| 4 6.30 a.m. | 8 9 p.m. |

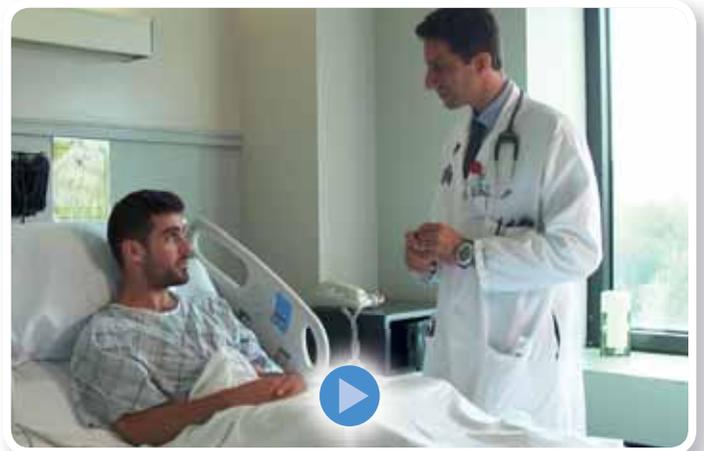
3 ▶ Watch the video again and complete the sentences.

- Arash Fazl is a _____ in neurology at Mount Sinai Hospital.
- He is from _____ but he lives in _____ now.
- He is a _____ doctor in his last year.
- He moved to the USA in 2001 because he wanted _____.
- Arash Fazl has a PhD from Boston _____.
- When he visits his patients, he discusses their illnesses and the _____ they need.
- At lunchtime he doesn't eat a lot because he _____.
- His days are always _____.
- Mount Sinai is _____ all over the world.
- He enjoys his job because every day he _____ and can really _____ their lives.

4a **TASK** You are going to have a discussion about jobs. Choose a job and make notes about how important this job is and how you help other people.

b Work in groups of 4-6 students. Imagine you are all travelling on a ship together. There is a problem, the boat is going down, and one of you must jump into the sea to save the others. Take turns to explain ...

- why you can't jump
- what will happen if you do not return
- why people in your town need you



Review

1a Complete phrases 1–6 with a word from the box.

retired office uniform meetings student hours

- 1 work in an _____ 4 wear a _____
 2 have a lot of _____ 5 work long _____
 3 be a _____ 6 be _____

b Make questions with the phrases in exercise 1.
Do you have a lot of meetings?

c Work with a partner. Take turns to ask and answer your questions in exercise 1b and give more information.

- A** *Do you have a lot of meetings?*
B *Yes, I do. I have meetings every day.*

2a Match questions 1–6 to answers a–f.

- 1 Where do you work?
 2 What time do you start work?
 3 What do you wear at work?
 4 Why do you enjoy your job?
 5 Who do you speak to at work?
 6 How often do you work from home?
- a A uniform, so everyone knows what I do.
 b I speak to my customers, of course!
 c I work in a hospital.
 d Every day! I only need my computer.
 e We usually start at about 10 p.m.
 f Because I go to a different country every month.

b Work with a partner. What jobs do you think the people in exercise 2a do? Explain your guesses to your partner.

I think the person in 1 is a nurse because he works in a hospital.

3a Answer questions 1–7 using jobs from the box. There may be more than one possible answer.

businessmen/businesswomen chefs cleaners dentists
 hairdressers journalists mechanics musicians nurses
 pilots photographers students

Who ...

- 1 earns a lot of money? 5 works in a factory?
 2 works long hours? 6 has a lot of colleagues?
 3 works from home? 7 works part-time?
 4 has a boss?

I think cleaners work long hours.

I don't think nurses work long hours.

b Work in small groups. Talk about your answers to exercise 3a. Do you all agree?

4a 3.18))) Listen to six definitions and write the correct *-er* words.

- 1 teacher 3 _____ 5 _____
 2 _____ 4 _____ 6 _____

b Write three questions using the words from exercise 4a.
What time do teachers finish work?

c Work with a partner. Take turns to ask and answer your questions in exercise 4b.

5a Complete each gap with *I* or *you* to make requests.

- 1 Can _____ help me with the photocopier, please?
 2 Could _____ leave early today, please?
 3 Can _____ give me your number, please?
 4 Could _____ write your name here, please?
 5 Could _____ ask a question?
 6 Can _____ use your phone for a moment, please?

b Work with a partner. Take turns to make the requests in exercise 5a and answer them.

