

Nicola Meldrum

with **Fiona Aish, Gabrielle Lambrick,
Jayne Welberry Smith** and **Rawdon Wyatt**

Series Adviser **Catherine Walter**

Photocopiable Materials Adviser **Jill Hadfield**

A2

Voyage

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

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The world of work

Unit overview

Language input

yes/no questions (CB p27)

- *Are you a nurse? Yes, I am.*
- *Does he work outside? No, he doesn't.*

Wh- questions (CB p29)

- *What, When, Where, Who, Why, How often*

Grammar reference (CB pp140–141)

Vocabulary development

Jobs (CB p26)

- *chef, dentist, journalist, nurse, pilot ...*

Work (CB p28)

- *Work for a big company/from home*
- *Earn a good salary*
- *Be retired/un-employed*

er- suffix (CB p31)

- *baker, dancer, runner, worker ...*

Skills development

Listening: the schwa /ə/ (CB p30)

Speaking: making requests (CB p32)

Writing: opening and closing an email (CB p33)

Video

Documentary: An Iranian doctor in the USA (CB p34)

Vox pops (Coursebook DVD & TG p260)

More materials

Workbook

- Language practice for vocabulary, grammar, pronunciation, speaking and writing

Photocopiable activities

- Grammar: Party talk (TG p204 & TSRD)
- Vocabulary: Guess the job (TG p222 & TSRD)
- Communication: Ask me something! (TG p238 & TSRD)

Tests

- Unit 3 test (TSRD)
- Progress test: Units 1–3

Unit 3 wordlist (TSRD)

3.1 Jobs

Goals

- Talk about jobs
- Ask *yes/no* questions

Lead-in

- 1 Open book. To recycle job title vocabulary from units 1 and 2.
 - Put students into pairs. Give a time limit of two minutes.
 - Ask students to look back and find as many jobs as they can from units 1 and 2.
 - Ask students for the job titles and write them on the board. Check meaning and pronunciation by asking for examples, e.g. *astronaut – they work in space*.
- 2 Closed book. To elicit job title vocabulary and test *yes/no* present simple questions through a game.
 - Tell students you are thinking of a job. Tell them they have twenty questions to guess the job. Write example questions on the board, e.g. *Do they work alone? Do they work in space? Do they work with animals? Do they write? Is it a hairdresser/journalist?*
 - Tell students to ask questions to guess the job.
 - Put students into pairs. Tell them to think of a job and play the game in their pairs. Listen and write job titles on the board as they guess them.
 - Go over the vocabulary with the class and check meaning and pronunciation.

Vocabulary & Speaking jobs

Exercise 1a

- Put students into pairs. Tell them to match the job titles to the photos.

ANSWERS

See exercise 1c, track 3.2.

Exercise 1b 3.1 W

- Play track 3.1 and tell students to listen and check their answers.

ANSWERS/AUDIOSCRIPT 3.1

- 1 She has her own company. She's a businesswoman.
- 2 My son fixes a lot of different machines. He's a mechanic.
- 3 Manu takes pictures with his camera. He's a photographer.
- 4 My brother flies planes for a Japanese airline. He's a pilot.
- 5 She washes hair, cuts it, and dries it. She's a hairdresser.
- 6 Ekaterina writes for the newspaper. She's a journalist.
- 7 Sameeha cleans and fixes people's teeth. She's a dentist.
- 8 My cousin sings and plays the guitar in a band. He's a musician.
- 9 He studies at university. He's a student.
- 10 She works in a hospital and helps sick people. She's a nurse.
- 11 Daniela cooks food in a restaurant. She's a chef.
- 12 My best friend cleans offices and people's houses. He's a cleaner.

EXTRA ACTIVITY Focus on verb and noun collocations. Ask students what the people in the photos do. Elicit verbs from the recording, e.g. *fix machines, take pictures*. Students make a note of the collocations in their notebooks. There are two alternatives for extending this:

1. Tell students to work in pairs and make a gap fill or verb/noun matching exercise for another pair.
2. Tell students to think of other nouns for as many of the verbs as they can, e.g. *fix a car, write for a magazine, play the saxophone*.

Exercise 1c 3.2 W

- Write *businessman* on the board and ask students how many syllables it has. (Three) Ask a student to come to the board and underline the stressed syllable. (The first syllable.)

ANSWERS/AUDIOSCRIPT 3.2

- 1 businessman/businesswoman 2 chef 3 cleaner
4 dentist 5 hairdresser 6 journalist 7 mechanic
8 musician 9 nurse 10 photographer 11 pilot
12 student

PRONUNCIATION/Dictionary Skills Help students identify the number of syllables and where the main stress goes with stress bubbles, e.g. *businessman* Ooo, *pilot* Oo.

To help students' dictionary skills, show them how the main stress appears in dictionaries: *'businessman*.

Discuss which method they prefer and encourage them to mark word stress when they learn new words.

- Play track 3.2 and ask students to mark the stressed syllables.
- Write answers on the board to show the stress clearly.

WATCH OUT! Many of these words are similar in Latin-based languages. This can cause problems with learning the correct pronunciation. To help with this, ask students to identify how the stress moves from the word in their language to the word in English.

Exercise 1d 3.2 W

- Play the track again and tell students to listen and repeat.

EXTRA CHALLENGE Drill the words in a sentence, e.g. *I'd like to be a pilot. My brother's a journalist*. Drilling a word in a sentence can help improve word stress.

Exercise 2

- Ask students to work with their partners. Tell them to read the words in each box and discuss the meaning with their partner. Check meanings with the class. Ask for examples, e.g. *Who works outside?* (A farmer) *What words mean you get a lot of money?* (Well-paid) *What's the opposite of well-paid?* (Badly-paid)
- Tell students that jobs can go in more than one box, e.g. *dentist* can be *work inside* and *well-paid*. Students add the vocabulary to the correct boxes.
- Write answers in boxes on the board and add students' own examples. Explain that there are different possible answers for this exercise.

POSSIBLE ANSWERS

Work inside: businessman/businesswoman; photographer; hairdresser; dentist; mechanic; pilot; journalist; musician; student; nurse; chef; cleaner

Work outside: photographer; mechanic; journalist;

Well-paid: businessman/businesswoman; dentist; pilot; musician

Badly-paid: hairdresser; nurse; cleaner

Work with a computer: businessman/businesswoman; student; journalist; photographer

Work with their hands: hairdresser; dentist; musician; nurse; chef; cleaner; mechanic

EXTRA CHALLENGE Encourage students to give reasons for their answers, e.g. *Photographers can take photos outside and inside.*

Exercise 3

- Put students in small groups of three or four. Ask one student what they think the best job is and why. You could write their answer on the board for extra support, e.g. *Pilot. Reasons: Well-paid, interesting, travel.*
- Ask students to look at the jobs and think of their own ideas and reasons for one minute. Tell them to explain their opinions to the others in their group and give reasons for opinions. Encourage them to use vocabulary from exercise 2, e.g. *I think the best job is a photographer because you can work inside and outside and your job is different every day.*

FEEDBACK FOCUS Listen to pronunciation of job titles and correct problems with word stress.

Grammar & Listening *yes/no questions*

Exercise 4

Text summary: An advert for a television programme. They are looking for people with unusual jobs to appear on the programme.

- Pre-teach *unusual* to the class (= the opposite of usual; something that you don't often see). Ask students for examples of unusual jobs. Write them on the board.
- Check students understand the meaning of *advert* (= short for advertisement, a notice that tells people about a product, job or service).
- Ask students to work alone and read the advert to answer the questions. Students then compare their answers with a partner before you check answers as a class.

ANSWERS

- It is for people with unusual jobs who want to be in a TV programme.
- People with dangerous, surprising or difficult jobs will answer.

EXTENSION Ask students to work alone and think of jobs that are dangerous or difficult or make people happy. Put students into new pairs and tell them to share their ideas and explain why they chose those jobs.

Exercise 5

- Ask students to read the text again to complete both parts of the exercise.
- Check answers.

ANSWERS

Do you have ... ? Are people surprised ... ? Does your job ... ? Is your job ... ? Do you do ... ?

1 Is 2 Does 3 Do

EXTENSION To practise *yes/no* questions. Write the question: *Is your job _____ ?* on the board. Write different adjectives on the board. Ask the students to suggest examples, e.g. *easy, fun, interesting, busy, well-paid, dangerous, relaxing, simple.*

- Ask students to choose a job from exercise 1, but not to tell anyone which job they have chosen. Ask them to walk around the room asking the question above and using the different adjectives on the board to guess each other's jobs.
- Refer students to *Grammar reference* on p140. There are three more exercises here that students can do for homework.

Exercise 6a

- Tell students to read the information about Máté and Dana. You could ask students if they know where Budapest and Santa Fé are (Budapest is the capital city of Hungary, in Eastern Europe; Santa Fé is the capital of the state of New Mexico in the United States) to help create interest in the recording.
- Tell students to work with their partners and complete the exercise, and then check their ideas with the class.

Exercise 6b 3.3 W

Audio summary: Máté and Dana describe their jobs. Dana works in a forest checking for fires; Máté plays the piano at a cinema.

EXTRA SUPPORT If you think your students might find it difficult to understand the listening, pre-teach *forest, tower, winds, silent movies.*

- Play track 3.3. Ask students to listen and check their answers to exercise 6a.

ANSWERS

Máté is a piano player in a local cinema. He plays live music to go with the scenes in silent movies.

Dana is a 'fire lookout'. It is her job to see if any fires have started in the forest. She works in a high tower so she can see very far. She checks the weather for strong winds.

AUDIOSCRIPT 3.3

- M** I work at a cinema in town, but I don't sell tickets, I'm the piano player! At my cinema they have a lot of old, silent movies so they need someone to play music. I watch the film and decide what type of music to play. If it's a sad part of the film, I play slow music; but if it's an exciting part, I play it fast.
- D** I am a 'fire lookout' and I work in a big forest. Fire can be very dangerous here, so my job is to make sure no fires start. I work in a very high tower, so I can see very far. I check the weather on the internet every morning because strong winds can be a big problem. I like my job because the forest is beautiful and quiet.

Exercise 6c

- Tell students to work with their partners and to discuss the questions. To help students explain reasons for their ideas, model your answer to the class before they start.

Encourage students to use adjectives from this lesson, e.g. *I would like to have Dana's job because you help other people. I wouldn't like to have Máté's job because he works inside.*

Exercise 7a

- Complete the first question with the class.
- Ask students to work alone and complete the exercise and then to check their answers with a partner.

ANSWERS

- 1 Does; work; does 2 Does; play; doesn't 3 Is; isn't
4 Does; work; doesn't 5 Does; like; does
6 Do; have; do

Exercise 7b 3.4 w

- Play track 3.4 and ask students to listen to check their answers.
- Ask students to practise saying the sentences to each other.

AUDIOSCRIPT 3.4

- 1 Does Máté work at the cinema? Yes, he does.
2 Does he always play fast music? No, he doesn't.
3 Is Dana a police officer? No, she isn't.
4 Does she work in a big office? No, she doesn't.
5 Does she enjoy her job? Yes, she does.
6 Do Dana and Máté have unusual jobs? Yes, they do.

Pronunciation *do and does*

- Tell students to read the Pronunciation box.

Exercise 8 3.5 w

- Ask students which words are stressed in the example question in the box: *Do they like their jobs?* (*like* and *jobs*).
- Ask students what kind of verb *like* is (*a main verb*) and explain that we often stress main verbs but not auxiliary verbs in sentences and questions. In short answers, we stress the auxiliary because there is no main verb.
- Play track 3.5 and ask students to listen and repeat. Ask them to identify which words are stressed in the questions. (*like, jobs, play, piano, sell, tickets, have, job*)
- You could ask students to mark the stressed words as they listen.

Exercise 9

- Refer students to the example.
- Tell students to work in their pairs and practise asking questions and replying using short answers.

ANSWERS

- A Is Dana a police officer?
B No, she isn't.
A Does Dana check the weather every day?
B Yes, she does.
A Does Dana work from home?
B No, she doesn't.
A Is Máté a piano player?
B Yes, he is.
A Does Máté play slow music?
B Yes, he does.
A Does Máté work at the theatre?
B No, he doesn't.

Exercise 10a

- Tell students to work alone and read the words in the box. Check they understand *organized* (= with everything planned and in order), *busy* (= with a lot of things happening/to do), *calm* (= quiet, not excited/noisy/worried about things).
- Ask students to identify if the words and phrases in the box have adjectives or verbs in them. Explain that adjectives are used in questions with *to be*, and verbs need the auxiliary *do*.
- Ask for examples of a question with the verb *to be* and one of the words in the box. Write it on the board, e.g. *Are you organized?* Repeat this with a question with a main verb and auxiliary *do*, e.g. *Do you walk a lot?*
- Write *What's the best job for you?* on the board and ask a student to answer. Tell the class you are going to test if this is true by doing a quiz. Ask the student questions using the words in the box and tell students to listen to the answers carefully. For example, *Are you organized? Do you walk a lot? Do you get up early in the morning? Do you like children?*
- Ask the class to say if they agree with the student's original choice or to suggest another job based on the answers the student gave. They need to explain their ideas, e.g. *I think a nurse is the best job for you because you like to help people and you are calm. You don't like to work with computers, etc.*
- Put students into pairs and ask them to read the instructions and write questions. They should write four to six questions.

POSSIBLE ANSWERS

Are you a calm person? Are you an outdoor person? Do you enjoy helping people? Do you get up early? Do you like being busy? Do you like children? Do you like working alone? Do you like working with computers? Are you organized? Do you walk a lot?

Exercise 10b

FEEDBACK FOCUS This is a speaking activity but focus the feedback on accurate use of *yes/no* questions.

- Put students into new pairs. Students ask and answer their questions to discover *What's the best job for you?* You could set a time limit for this of four to five minutes for each interview. Students have to make a note of answers (*yes* or *no*).

Exercise 10c

- Ask students to read their results and to suggest a good job for their partner. Encourage them to say why they think so.

WATCH OUT! Students can find it hard to switch to using the third person. You may want to remind them to use the third person verbs in their explanations. For example, *I think nurse is the best job for Asha because she likes children, she likes being busy and she's calm.*

- Ask the students what they think about the suggestions made for them. Do they agree or do they think another job is better for them?

EXTRA ACTIVITY Students could research information about an unusual job and write a short description to bring to the next class.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 f 2 h 3 e 4 a 5 g 6 d 7 c 8 b

Exercise 2

1 Do; you do 2 Do; I don't 3 Is; she is 4 Is; he is
5 Does; it doesn't 6 Do; we don't 7 Do; they do
8 Do; they don't 9 Are; they are 10 Does; she doesn't

Exercise 3

1 Are 2 am 3 Do 4 Do 5 do 6 Are 7 'm
8 Do 9 Is 10 she's

3.2 What do you do?

Goals

- Talk about work
- Ask *Wh-* questions

Lead-in

- 1 Closed book. Jobs alphabet activity to review job title vocabulary.
 - Put students in groups of three or four. Ask them to write the letters of the alphabet in a vertical list in their notebooks. Tell students to think of one job for as many letters of the alphabet as they can, e.g. *artist, builder, chef, dentist*, etc.
 - Tell them the team with the most words after five minutes is the winner. After five minutes check answers and decide on the winner.
 - Ask students what letters they could not think of a job for and encourage students to help each other to think of more examples. There aren't answers for every letter.
- 2 Open book. Create interest in the lesson and review language from lessons 2.1, 2.2 and 3.1.
 - Put students into pairs. Tell them to look at the photo. Ask them what job it shows (photographer) and then ask students to discuss these points in their pairs:
Describe a typical day in this job.
How many years does it take to learn to do this job?
Is this a difficult job?
Who does this person work with?
Would you like to do this job?

Vocabulary & Speaking work

Exercise 1

- Put students into groups of three or four.
- Write *nurse* on the board and ask students these questions:
Where does a nurse work? (in a hospital)
Do they make a lot of money? (No, they don't.)
Who do they work with? (doctors and patients)
How many hours do they work a day? (eight or nine)
- Tell students to read the instructions and discuss the questions.

CRITICAL THINKING Reflect on a question. Ask students to think about different jobs and if the answers to exercise 1 are different for people in different jobs, e.g. some people might think that money is less important to a musician than to a businessman/woman. Encourage them to give reasons for their opinions.

Exercise 2

Text summary: A blog post. A blog is a website where people can write about their own ideas or experiences. In this post a photographer talks about his work and what jobs his family do.

- Pre-teach vocabulary to help students: *freelance* (= an adjective to describe someone who does not work for just one company, they earn money by selling their services to different companies); *salary* (= money that people get paid every month for doing a job); *retired* (= an adjective to describe someone who does not work anymore, usually because they are older than the legal age to work).
- Students work alone and read the text and answer the questions.

ANSWERS

1 Pierre 2 Pierre's father 3 Pierre's mother
4 Pierre's sister

EXTENSION Ask students to work with their group and discuss the jobs Pierre's family do. They can discuss these questions:

- 1 Do you know anyone who does these jobs?
- 2 Which jobs do you think are good and why?

Exercise 3a

- Refer students to the diagrams on the right-hand side of the page.
- Do one example with the class. Ask them which category *work from home* goes in (place).
- Ask students to work alone and complete the exercise.

EXTRA CHALLENGE Put fast finishers into pairs and ask them to compare answers and then add more examples if they can to each category. Ask them to share their words with the class when everyone is finished. Encourage them to teach the meaning and give examples.

Exercise 3b 3.6 W

- Play track 3.6 and ask students to listen and check their answers.

ANSWERS/AUDIOSCRIPT 3.6

- 1 *company/no company*: work for a big company, work freelance, work for a fashion magazine
- 2 *place*: work in a hospital, work from home, work in a factory, work in a big office
- 3 *money*: salary, earn
- 4 *hours*: work full-time, work part-time, work long hours
- 5 *no job*: retired, unemployed
- 6 *people*: colleagues, manager/boss

Exercise 3c 3.6 W

- Play the track again and ask students to listen and repeat.

PRONUNCIATION Ask students to mark the stress on words and phrases:

company **freelance** **factory** **salary** **office** **full-time**,
part-time **retired** **employed** **unemployed** **manager**
colleagues

EXTENSION Ask students to write four to six sentences using the vocabulary. Tell them to focus on vocabulary that is new for them. The sentences should show the meaning clearly, so encourage them to think of real examples, e.g. *Nurses work full-time. My uncle is retired because he's sixty-eight now.*

Exercise 4

- Put students into pairs. Refer them to the example dialogue.
- Demonstrate the activity by asking a student questions using the phrases in the diagram.

EXTRA SUPPORT If you think students will have problems completing the questions, ask them to listen again to your questions and write them down.

- Ask a more confident student to ask you two questions using the words to check they understand the exercise. Write these questions on the board to give extra support for the task.
- Tell students to ask and answer each other's questions.

POSSIBLE ANSWERS

Do you/Does anyone you know have nice colleagues?

Do you/Does anyone you know earn a high salary?

Do you/Does anyone you know work in an office?

Are you/Is anyone you know retired?

Do you/Does anyone you know wear a uniform?

Do you/Does anyone you know work for a big company?

Do you/Does anyone you know work long hours?

FEEDBACK FOCUS Listen to the students' use of the vocabulary from exercise 3 and their *yes/no* question forms. Write examples of good language and errors on the board and ask students to work in their pairs to identify good examples and correct mistakes.

EXTRA ACTIVITY Ask students to work with their partners and write definitions of jobs for other teams to guess. They should write three definitions for each job and then test another pair to guess the jobs, e.g. *This person works in a hospital. He isn't a nurse. He studied for many years for this job. (doctor)*

Reading & Grammar *Wh-* questions

Exercise 5a

Text summary: An online article of FAQs (frequently asked questions) about stand-up meetings. In these meetings people stand instead of sitting. The article explains what these meetings are and what happens in them.

- Put students into pairs. Tell them to look at the photo and discuss the questions. Ask students to share their ideas with the class. There are no right or wrong answers here. Students are predicting the content of the article.

Exercise 5b

- Pre-teach vocabulary: *software companies* (= companies that work with/make computer programs).
- Ask students to work alone and read the article quickly to check the class predictions. Give a time limit of two to three minutes.
- Ask if any of their predictions were correct. Tell students to work with their partners and ask them to discuss their opinions of stand-up meetings. Ask students to share their ideas with the class.

Exercise 6

- Tell students to read through questions a–g.
- Put students into new pairs and tell them to complete the exercise.
- Go through the answers together.

ANSWERS

1 e 2 b 3 g 4 c 5 a 6 f 7 d

Exercise 7

- Refer students to the Grammar focus box and ask them to complete the rules. Ask them to compare their answers in pairs.

ANSWERS

1 What 2 Who 3 When 4 Where 5 Why

6 How often

- Refer students to *Grammar reference* on p141. There are three more exercises here that students can do for homework

Exercise 8a

- Do the first question with the class. (Answer: *Where* because it's a place)
- Put students into pairs and tell them to complete the exercise. You may need to check the meaning of *take breaks* (= stop working for a short time).

ANSWERS

1 Where 2 What 3 Why 4 What time 5 When

6 Who 7 What 8 How often

Exercise 8b 3.7 w

- Play track 3.7 and tell students to listen and check their answers.

AUDIOSCRIPT 3.7

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

EXTRA SUPPORT If you think your students need to review the rules, ask them to say why each answer is correct. For example, question 2 is *what* because the question is about things, question 3 is *why* because the question is asking for a reason.

Pronunciation *Wh-* questions

Exercise 9 3.8 w

WATCH OUT! Students sometimes find it hard to hear intonation, even in their own language. You could discuss this as part of the activity and explain that this exercise is to try and help them get better at recognizing intonation.

- Play track 3.8 and tell students to listen to the intonation and repeat the questions.

PRONUNCIATION Sentence stress. To help students to produce correct intonation we can show them where to place emphasis. In *wh-* questions, the stress is usually placed on the question words (*where, when, why ...*) and the main verbs and nouns. In the last question, *how often* go together and the *how* and *of-* in *often* are stressed.

e.g. **Where** do you live?

What do you usually wear to work?

How often do you check your emails?

Read out the questions in exercise 8a and ask students to mark which words are stressed. To practise you can do the following drill activity: Say only the question word, verb and noun, e.g.

Where/live

What/usually wear/work

How often/work/home

Tell students to repeat. You can clap a rhythm to help. After two or three repetitions add in the grammar words to say the complete sentence but try and keep the same rhythm. This will help students notice they have to stress the main words and de-stress the grammar words.

Exercise 10

EXTRA SUPPORT Tell students to read through the questions in exercise 8a and think about how they would answer the questions.

- Ask a more confident student two or three of the questions to demonstrate the exercise and model the intonation. Ask follow-up questions to make the exercise more communicative. For example:
Teacher: Where do you live?
Student: In the city centre.
Teacher: Oh. OK. In a flat or a house?
Student: In a flat.
Teacher: Do you like living in a flat?
Student: Yes, but sometimes I would like a garden. And you?
Teacher: I live in a flat too. I like it because I am in the centre of town and near all the shops and cafes.

- Put students in groups of three or four. Tell them to stand up and imagine they are having a stand-up meeting.
- Tell them to practise asking and answering the questions in their groups.

FEEDBACK FOCUS If you think your students need some correction then you could try a sandwich correction activity. This is where you stop a speaking activity, do some quick correction and then tell the students to continue without making the same errors.

In this case, stop the speaking activity and drill the correct intonation. Drill chorally and individually. Start the speaking activity again and listen for improved intonation.

Exercise 11a

This activity gets the students to use *wh-* questions in the third person. It's primarily a speaking activity but you should also focus on correct grammar.

- Ask students to read the instructions and to suggest other questions they could ask.

EXTRA SUPPORT If you think students will find it difficult to think of questions, ask them to write questions in their notebooks before they start.

- Put students into pairs. Explain the activity and tell students they need to make notes so they remember the

answers. They will have to tell someone else in the class about their partner later.

- Tell students to ask each other questions and make notes.

Exercise 11b

- Refer students to the example sentence with the gap. Tell them to write similar sentences about their partner's family and their jobs.

Exercise 11c

- Put students into groups of four. Make sure they are with people they have not just written about. Tell them to take turns reading the sentences they have written and guessing who the people are. For example, one student reads their sentences about their previous partner's family. The others listen and guess the family members.
- Demonstrate this exercise to make sure students are clear on what to do.

EXTENSION You could ask students to work in new groups and repeat the exercise.

EXTRA ACTIVITY Students use the information they have just heard in the group activity and check it's correct. This will work especially well if you have done the extension above.

Tell students to walk around the room and find people they know something about. They say what they remember from the group activity. Ask students to listen and confirm if the information is correct. For example:

Student A: Hello! OK. I think you have got two brothers. One is called Ivon. He's a businessman and he works in a big company. Your other brother is a doctor.

Student B: Yes! That's right.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Why 2 How (often) do 3 Where 4 time 5 Who
6 Why 7 do 8 does

Exercise 2

1 How often does his brother work outside?
2 When do the students use the internet?
3 Who does your friend work for?
4 Why are the children bored?
5 Where does their team play?
6 What do you usually wear to work?
7 How often are you late for class?

Exercise 3

1 What does 2 Why do 3 Who does
4 When/What time do 5 How often do 6 What do
7 Where do 8 Who do 9 Why does 10 When does

3.3 Vocabulary and skills development

Goals

- Recognize the schwa sound
- Use the suffix *-er*

Lead-in

- 1 Closed book. Vocabulary revision and recycling.
- Write the anagrams below on the board and tell students they are words from the last lesson. Put students into

pairs. They have to order the letters to make words from this unit. If students find this difficult, write the first letter and perhaps one or two other letters of each word (separated by blanks) on the board. You could add the part of speech as well, for further support.

ecrfenlae yslaar rteider nrea dareshsirre
(Answers: freelance salary retired earn hairdresser)

- You could then ask the pairs to create their own anagrams and test another pair. Ask them to choose words from previous lessons.
- 2 Closed book. To introduce the topic of happiness and work.
 - Ask students to work with a partner and discuss these questions.
 - 1 What makes people happy?
 - 2 Can your job make you happy?
 - Ask students to share their ideas with the class.

Listening & Speaking the schwa /ə/

Exercise 1

- Put students into pairs. Ask them what jobs they can see in the photos (author, pilot, mechanic, teacher).
- Tell students to discuss the questions with their partners and then share their ideas with the class.
- Encourage students to give reasons for their opinions. Ask them what it is about jobs that makes people happy, e.g. *I think the author is happy because she doesn't have a boss and her job is interesting.*

EXTENSION Ask students to discuss with their partner if any of these jobs would make them happy. Ask two or three students to tell the class if they heard anything interesting from their partner.

Exercise 2a 3.9 W

- Write *doctor* on the board and say it with the stress on different syllables: **doc** tor / doc **tor**. Ask students which is the correct pronunciation. Ask which syllable is **unstressed** in the correct pronunciation and circle it on the board. *doctor*
- Play track 3.9 and tell students to circle the unstressed syllables.

ANSWERS/AUDIOSCRIPT 3.9

author *mechanic* *pilot* *teacher*

Exercise 2b 3.9 W

- Play track 3.9 again and tell students to listen and repeat the words.

EXTENSION Ask students to use these words in a sentence, e.g. *I'd like to be an author. A pilot flies around the world.* Saying the word in a sentence helps to practise the word stress in context.

Exercise 3 3.10 W

- Refer students to the Unlock the code (1) box. Play track 3.10 and ask students to read and listen.
- To help them understand the schwa sound, ask them to say *pilot* and focus on the movement of their mouth. Show them that when we say the second syllable with the schwa, our mouth is totally relaxed. You could mime a relaxed position with your body to help them feel this.

- You could try drilling these sounds to help them feel the difference in their tongue and jaw position. /i:/ and /ə/. Drill these sounds together quickly. They should feel their tongues relaxing and moving to the middle, neutral position on the schwa.
- Explain that this sound is important to English pronunciation. It will help them to listen and speak better if they can hear and say it.

Exercise 4 3.11 W

EXTRA CHALLENGE Ask students to say these words to themselves quietly and see if they can identify the schwa before they listen.

- Ask students to work alone and listen and circle the schwa sounds. Play track 3.11.
- Check answers and ask students to repeat the words. Help them by getting them to focus on the position of their mouths (lips, tongue and jaw).

ANSWERS/AUDIOSCRIPT 3.11

address *after* *again* *answer* *breakfast* *clever*
daughter *internet* *forget* *later*

Exercise 5 3.12 W

- Ask students to look at the Unlock the code (2) box. Play track 3.12 and ask students to read and listen.
- Explain that the words *a*, *to* and *and* are grammar words; they don't carry meaning. Explain that in English the stress is usually on the content words – nouns, verbs, adjectives, etc. Grammar words – articles, determiners, conjunctions and prepositions – are usually not stressed and so have the schwa.

EXTENSION Ask students to say the phrases in the box to practise saying the schwa.

PRONUNCIATION Sentence clap drill to practise using the schwa. Write ONE TWO THREE FOUR on the board. Clap your hands as you say each word, and get students to clap with you. Get a rhythm going. Then stop and write *and* between the numbers and drill *one and two and three and four*, clapping at the same speed as before. On each clap the students say a number. This forces the students to use the schwa on *and*. Now add *and then* between the numbers and do the drill again, clapping at the same speed.

Exercise 6a 3.13 W

- Ask students to work alone and read the sentences and think about what word or words can go in the spaces. You could tell them how many words are in each space to give extra support.
- Play track 3.13. and ask students to complete the exercise. Check answers.

ANSWERS

1 a 2 that 3 are 4 for a 5 of

AUDIOSCRIPT 3.13

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

Exercise 6b 3.13 W

- Play the track again and ask students to listen and repeat. Tell them to focus on producing the schwa in the grammar words *a, for, that*, etc.

PRONUNCIATION English is a stress-timed language. This means the rhythm of the language is more irregular and open to variation in stress and intonation. Some words appear to be 'eaten' and this can make it difficult to listen to English when it's spoken quickly. Other languages are syllable-timed. This means the rhythm is more regular and even. Find out if your students' first language is stress- or syllable-timed. If their first language is syllable-timed, it can make it harder to produce a natural rhythm when they speak English as they can tend to put equal stress on all syllables.

Exercise 7 3.14 W

Audio summary: A radio programme about a new book. The book is written by a mechanic and is about how work can make you happy.

- Ask students to work alone and read through the questions and think about what information they need to listen for, e.g. in question 1 they are listening for the names of jobs.
- Play track 3.14 and ask students to listen and make a note of their answers. Tell them to talk to their partner and answer the questions.
- You may have to play the track twice or three times. For extra support, pause the recording after each answer.
- Check answers with the class.

ANSWERS

- 1 He is an author and a mechanic.
- 2 He believes:
 - a, people who work with their hands are happy in their jobs because they see results very quickly, and,
 - b, that people who work in office jobs can feel unhappy because success often comes after weeks or months of hard work.
- 3 Office workers usually work as part of a team and this can help them to be happy. People who work with their hands often work on their own and have a lonely life.
- 4 Hairdressers.
- 5 Hairdressers are happy because they don't have a boss, they see a lot of different people, and they make their customers look and feel good. They see a lot of happy people and that makes them happy too.

AUDIOSCRIPT 3.14

A new book by author and mechanic Matthew Crawford says that people who work with their hands are often happy in their jobs. The great thing about working with your hands is that you can see the result very quickly – you fix a bike and it works ... or it doesn't! It's not the same for people in office jobs. For them, success often comes after weeks or months of hard work, which can make them feel unhappy.

Not everyone agrees with the author. They say that office workers are happy because they usually work as part of a team, and that spending time with other people can help them to be happy. But people who work with their hands, like cleaners, mechanics, farmers and artists, often work on their own and can have a lonely life.

A recent report says that there is one job that makes people very happy. And who are these lucky people? Hairdressers! Researchers say that when they ask people in different jobs how happy they are, hairdressers usually answer they're 'very happy'. The report says that there are three reasons why hairdressers are so happy. They don't usually work for a company, so they don't have a boss. They see a lot of different people every day. And they make their customers look good and feel good. So, because they see a lot of happy people every day, they're happy, too.

Exercise 8

- Put students into groups of three and ask them to discuss the questions.
- Get feedback from some groups and encourage students to give reasons for their opinions. Encourage students to speak to each other and listen to each other's ideas. You could help this to happen by putting students in a circle so they can see each other.

EXTENSION Ask students to write a list of things about a job that create happiness, e.g.
work with people
make other people happy
As a class make a list of the five most important things about a job that make people happy.

EXTRA ACTIVITY Ask students to work with a partner and think of other jobs where:

people work with their hands
people don't have a boss
people speak to lots of different people.

Set a time limit of four or five minutes. After this ask pairs to compare their ideas. Ask students to tell the class some of their ideas.

Vocabulary & Writing -er suffix

Exercise 9

- Put students into pairs and ask them to discuss the questions. Tell them to practise saying the words to help them decide the answer to question 2.
- The final *r* is often not pronounced. For example, *cleaner* is pronounced /kli:nə/.

WATCH OUT! Some English accents are rhotic. This means the speakers pronounce the letter *r* in these words. Accents which are not rhotic do not pronounce the letter *r* at the ends of words. American English is the most common rhotic accent. You could ask students to try and notice this the next time they hear an American accent. Be aware of your own accent when teaching this suffix *-er*.

- Tell students that *-er* is a *suffix* (= a letter or letters that are added to the end of a word to make a different word). Ask them what happens to the words if we take off the *-er*. (We have a verb.)
- Tell students to think of other words that end in *-er*. Ask them to look back to previous pages in their books.

ANSWERS

- 1 -er
- 2 The letters are pronounced schwa /ə/

Exercise 10a

- Draw students' attention to the Vocabulary focus box. Ask them to read the information.
- Ask CCQs (= concept checking questions): *How do we make a noun? (add -er), What do we change in the verb begin when we make a noun? (We double the last consonant.)*

STUDY TIP Tell students that knowing the suffixes can help them recognize and form nouns and other word types. Tell them it's useful to add the class of a word when they are making notes and adding other forms of the word to these notes. For example, from this lesson they can make notes of verbs and nouns: *clean/cleaner*.

Exercise 10b

- Put students into pairs and tell them to complete the exercise. Check answers.

ANSWERS

Verb	Noun
teach	a teacher
paint	1 a painter
2 dance	a dancer
build	3 a builder
4 sing	a singer
write	5 a writer
6 begin	a beginner
run	7 a runner
8 bake	a baker
play a DVD	9 a DVD player
work	10 a worker

Exercise 11

- Pre-teach *heat* (v) (= to make something warm); *heater* (n) (= machine that makes something warm).
- Ask students to work with their partners to complete the exercise.
- Go through the answers.

ANSWERS

1 baker 2 manager 3 writer 4 beginner 5 driver
6 farmer 7 winner 8 heater

EXTRA ACTIVITY: Ask students to choose five to seven of the words from the exercise that they want to remember and practise. Tell them to write sentences about their life similar to the sentences in exercise 11.

Put students into pairs and ask them to tell each other about their sentences. Monitor and help students with vocabulary. Focus on correct use of the words with *-er* and not other grammar in their sentences.

Exercise 12a

- As a lead-in, you could play a game called 'back to the board'. Ask one student to sit/stand in front of the board facing the class. Draw or display an image of one of the nouns from exercise 10b on the board, e.g. *dancer*. Tell the students to describe the word to the student without saying the word, or any part of the word, e.g. *This person*

moves their body to music. Students take turns guessing the words and describing them.

- Put students into pairs. Give them a time limit of eight to ten minutes to write their definitions. Tell them that both students in each pair must write the definitions down.
- Remind students they can't use the verb that the noun is formed from in their definitions, e.g. *This person bakes bread*. This would make the activity too easy.
- Move around the class and read their sentences. If you see any errors, show the students and encourage self-correction.

Exercise 12b

- Put students into new pairs to do the activity.

FEEDBACK FOCUS Listen to their pronunciation of the nouns and drill the correct word stress if necessary.

3.4 Speaking and writing

Goals

- Make requests
- Use opening and closing phrases in an email

Lead-in

- 1 Closed book. Discuss taking courses and students' experiences and future expectations.
 - Ask students to work in pairs. Tell them to discuss these questions:
Do you like taking courses? Why?
What types of courses would you like to take?
 - As you listen, write types of courses students mention on the board: *art, painting, language, sports, computer, work related, marketing, internet*, etc.
- 2 Closed book. Test before you teach email writing.
 - Put students into pairs. Tell them to imagine they want to start a new course in English and want more information about it. To help create interest you could bring in or display some advertisements of local courses that are on offer. Ask students what types of courses they might do (e.g. a ten-week evening course, a full-time course, a four-week course in England). Tell students they now have to write a short email asking for one or two pieces of information about the course. Give them a time limit of two or three minutes.
 - Tell students to swap emails with their partner, and to now imagine they work for the school offering the courses.
 - Tell them to write a short reply answering the questions in the email.
 - As they are writing, look at their work and write useful language on the board. Assess what language they already know and adapt the lesson to this.

Listening & Speaking making requests

Exercise 1

- Ask students to remember the first day of their English course. What do they remember? What things did they need to do to join the class? What did they ask the teacher?

- Put students into pairs. Ask them to give an example of a request people ask the teacher on day one of a computer course and write it on the board. To direct them to the idea of requests and not questions in general, write the word *requests* on the board and teach them the meaning (= to ask for something in a polite way). Tell them to discuss the question and make their lists.

Exercise 2 3.15 W

Audio summary: A conversation between a teacher and students on the first day of a course. The teacher is giving information and answering students' questions.

- Play track 3.15 and tell students to listen to the requests they hear. Encourage them to make notes.
- You could pause the recording to give students time to make notes.

EXTRA CHALLENGE Ask students to write the questions that they hear in full.

- Focus on the question words they heard: *can* and *could*.

AUDIOSCRIPT 3.15

- A** Hello and welcome, everyone. Before we begin, I'd like to tell you a few things about the course.
- B** Excuse me. Could I open the window?
- A** Yes, of course. It's really hot in here, isn't it? So ... class is at 2 p.m. every Thursday and Friday in the room next door. You can use the computers there ... Yes, do you have a question?
- C** ... Er, yes ... Can we use the computers after class?
- A** Yes, of course, but you need a password. It's 'student451'.
- C** Sorry, can you repeat that, please?
- B** Sure. It's student451. That's S-T-U-D-E-N-T-4-5-1.
- B** And can we leave our books and bags in the computer room?
- A** I'm afraid not. There are evening classes in that room from 6 p.m. Now, if there's nothing else ... Oh, before you leave today, could you give your personal details to the administrator, including your bank details, please?
- C** Sorry, but I don't have them with me today. Could I send them by email later?
- A** That's fine. Just tell the administrator before you leave. OK, our first lesson is ...

Exercise 3a

- Ask students to work alone to do the matching exercise.
- Ask students to underline the parts of the answers which show a positive or negative response, and to write + for positive or - for negative next to these words.
- Tell students to check their answers with a partner.

SMART COMMUNICATION Tell students that it is common to start with an apology when you give a negative reply to a request. We say, *I'm sorry, but ...* or *I'm afraid ...*

ANSWERS

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

Exercise 3b 3.16 W

- Play track 3.16 and tell students to listen and check their answers.

AUDIOSCRIPT 3.16

- 1
- A** Could I open the window?
- B** Yes, of course. It's really hot in here, isn't it?
- 2
- A** Could you give your bank details to the administrator?
- B** Sorry, but I don't have them with me today.
- 3
- A** Could I send them by email later?
- B** That's fine. Just tell the administrator before you leave.
- 4
- A** Can you repeat that, please?
- B** Sure. It's student451. That's S-T-U-D-E-N-T-4-5-1.
- 5
- A** Can we use the computers after class?
- B** Yes, of course, but you need a password.
- 6
- A** Can we leave our books and bags in the computer room?
- B** I'm afraid not. There are evening classes in that room from 6 p.m.

Exercise 3c

- Put students into pairs. Ask students to take turns asking and answering the questions in exercise 3a.

EXTENSION With their partners, students write other requests using *can* and *could*. They can then either give the requests to another pair to use for further practice or work with another pair to ask and answer their questions. Students invent a positive or negative response.

Exercise 4a 3.17 W

- Before students read the information in exercise 4a, raise their awareness of intonation by playing track 3.17 and asking students to read and listen. What do they notice about how the voices rise and fall at the end of each sentence? Ask for ideas from the class about what they hear.
- Tell students to read the information in exercise 4a and then play the track again.

Exercise 4b 3.17 W

- Play the track again. Ask students to listen and repeat.
- Check the intonation rules: What type of questions have a rising intonation? (*Yes/no*). When does our voice fall? (At the end of answers/statements.)

SMART COMMUNICATION *Can* and *could* – when do we use them? *Can* and *could* can be used in the same situations but you should make students aware that there is a difference. *Can* is more direct and *could* is more formal and polite. For example, if you call an office and you know the person you are speaking to it is fine to use *can*; if you don't know the person, it is more polite to use *could* – *Could I speak to Mr Fox, please?*

- Tell students they should also add *please* to their requests to sound polite.

Exercise 5

- Put students into pairs and ask them to complete the exercise.

EXTRA SUPPORT Pre-teach the meaning of *lend* (= to give somebody something for a short time), *park* (= to leave your car somewhere for a time) and *bring* (= to take someone/something with you to a place).

- Go through the answers together.

ANSWERS

1 bring 2 call 3 use 4 lend 5 leave 6 park
7 tell 8 pay

EXTENSION Highlight the collocations in this exercise. Write the verbs below on the board and ask students to suggest other examples of nouns, using the examples in these sentences to help. For example:

Bring: a friend/something to eat or drink/an object (pen, pencil etc.) ... to a place.

Lend: money, a pen/pencil/other object ... to someone.

Leave: a bag/coat/object ... in a place.

Students use this to make more requests.

Exercise 6

- Demonstrate the exercise with a student. Refer the class to the Language for speaking box to help with their answers.
- Tell students to work with their partners to complete the exercise, taking turns to make and answer requests.

EXTRA SUPPORT If you think your students need help with this activity, ask them to read the Language for speaking box alone first and to silently or quietly rehearse making requests and answering them.

Exercise 7

- Put students into different pairs. Tell them to read the three situations and think of requests they might make in these situations.

EXTRA SUPPORT Tell students to write their requests out in full if you think they will find it difficult to do this exercise.

- Ask students to take turns making requests and answering.

POSSIBLE ANSWERS

1

A Can you wake me up at 7.00 a.m., please?

B Yes, of course.

A Can I have a shower, please?

B Yes, that's fine.

A Can you show me where the bus stop is, please?

B Sure.

A Could you show me the area, please?

B No, I'm afraid not. I am really busy today. Maybe tomorrow.

A Could you tell me how to get to the city centre, please?

B Yes, of course.

2

A Could I join the library, please?

B Yes, of course.

A Can I borrow this book?

B No, I'm sorry, it's for reference only.

A Can I reserve a book?

B Yes, of course. What's the title or the author's name?

3

A Could you help me with my luggage, please?

B Of course, just leave it here and I will bring it to your room.

A Could you tell me what time dinner is served?

B Yes, of course, from 8.00 p.m. to 10.30 p.m.

A Can I smoke in my room?

B No, I'm sorry but smoking is not allowed in the hotel.

There is a smoking area outside.

A Could I have an alarm call at 6.30 a.m.?

B Yes, of course.

FEEDBACK FOCUS Listen for how the students use the language in the Language for speaking box. Write errors on strips of paper and hand them out to students to correct in their pairs. Go over corrections with the class.

- Tell students to repeat one of the situations without making the same errors.

EXTENSION Ask students to think about their English class and three requests they might make in it. Ask students to take turns making and answering requests. They can work in pairs or make their requests to you.

Reading & Writing opening and closing an email

Exercise 8

- As a lead-in, ask students to think about the emails they write in their own language and/or in English. Put students into pairs. Ask them to describe and discuss what they write about and how well they know the people they write to. You could ask them to discuss how the emails are different depending on who they are writing to.
- Ask students to work alone and read the emails. Then tell them to complete the exercise in their pairs.
- Check answers.

ANSWERS

1 b 2 c 3 a

EXTENSION Ask students to look at the use of *can* and *could* in the emails. Tell them to underline the requests. Ask students to look for other useful phrases they would like to use when they write their emails later in the lesson. Tell them to underline them. Ask students what phrases they underlined and check understanding with the class.

Exercise 9a

- Ask students to work in the same pairs and discuss the question. The answer should focus on the use of formal and informal language.

ANSWERS

Emails 1 & b: Tanit and Ricardo are colleagues. They may know each other well, but the email is formal in style as it is for business purposes.

Emails 2 & c: Eliza Zammit and Takashi Itou do not know each other.

Emails 3 & a: Roz and Sally know each other well. They are probably friends as the email is informal and they sign off their emails with *Love*.

Exercise 9b

WATCH OUT! Different cultures have different ways of addressing each other. In English-speaking cultures, people use first names a lot more frequently than in many other cultures. For example, employees and bosses – in some other cultures you wouldn't call your boss by their first name, whereas nowadays for many English-speaking cultures this is OK. You could ask students to discuss this.

- Tell students to work alone and complete the gaps in the emails, referring to the Language for writing box if necessary. Go through the answers together.

ANSWERS

1 Sally 2 Love 3 Roz 4 Dear Tanit 5 Ricardo
6 Dear Takashi 7 Yours sincerely 8 Zammit

Exercise 10a

- Ask students to read the instructions and choose one of the requests 1–3. Ask them to decide how well they know the person they are writing to. Check ideas with the class. Answers here may vary depending on the students' choices.
- Tell them to write their emails, using the emails in exercise 8 to help them. They can also find useful phrases in the Language for writing box.

Exercise 10b

- Ask students to swap their emails with a partner, read the email and write a reply.
- Tell them to use the correct phrases depending on how well they know the person who is writing to them.
- Ask students to work together to improve the emails. Are there any errors in grammar or spelling and punctuation, for example?

Exercise 10c

- Tell students to swap emails back again and read the replies their partners wrote. Ask them to tell their partner if they think the language is correct. Is it correct for the level of formality?

EXTENSION Ask students to write another email for one of the other situations in exercise 10a, swap with a different partner and repeat the swapping activity. Encourage each student to write one formal, and one informal, email.

EXTRA ACTIVITY Speed email writing activity. This activity focuses on fluency but gives students an opportunity to practise question forms and opening and closing phrases for email writing. The objective is to create a written conversation. This activity is useful for analysing language errors and assessing progress.

Put students into pairs or groups of three. Students decide on a situation: they are old friends, work colleagues or themselves (classmates). Tell them they all need a piece of paper; they shouldn't write in their books. Tell them to write an email to the other people in their group to say hello, find out how they are and ask a question about doing something together (going out for dinner, having a work meeting, etc.). They only have one minute to write. They must write neatly at the top of the page. When one minute is finished, tell them to pass on the paper to someone else in their group.

Students then have one minute to read the email and write a reply. They must include at least one question in their reply. Ask them to stop writing again after one minute, pass on the paper and repeat the process. Each time they pass on the paper they should reply and ask at least one question.

When they have finished, they can read the emails and compare their conversations. Ask groups what their plans are. You can then ask them to find examples of good language and errors and to try and correct their errors together.

3.5 Video

An Iranian doctor in the USA

VIDEOSCRIPT

Arash Fazl is a doctor in neurology at Mount Sinai Hospital. He's from Iran but now he lives in New York City. Mount Sinai is a huge hospital with over a thousand beds and about 3,500 doctors and student doctors. Around 36,000 people work in its 32 departments. Dr. Fazl is a final year resident. That means he is a student doctor in his last year. He has a degree in medicine from a medical school in Tehran, Iran's capital. He moved to the USA in 2001 because he wanted to study. He now has a PhD from Boston University. So, what does he do each day? He usually gets up at 6.30 and leaves home at 7. He arrives at around 7.30. He checks the new patient list and talks to other doctors. Then he visits his patients. He discusses their illnesses and the medicine they need. He usually has lunch during his midday meeting, but he doesn't eat a lot because he doesn't have a lot of time. In the afternoon Dr Fazl usually visits his patients and with the nurses he checks that they are OK and have the right medicine. He does this once, twice, even three times a day, so he can make sure that everybody has what they need. His days are always very busy and he often stays late. He sometimes works until 9 p.m. Mount Sinai is an excellent hospital and is famous all over the world. For Dr Fazl it's very different from hospitals in Iran which were usually small and not very modern. But both in America and Iran patients need the same help and care. Dr Fazl enjoys this part of his job. He works hard but every day he helps people and can really change their lives for the better.

VIDEO ANSWERS

Exercise 1a

Students' own answers

Exercise 1b

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

Exercise 1c

Students' own answers

Exercise 2

- 1,000 number of beds
- 36,000 total working in hospital
- 2001 Dr Fazl moved to USA
- 6.30 a.m. Dr Fazl gets up
- 7.30 a.m. Dr Fazl arrives at work
- midday Dr Fazl has a meeting
- three times a day Dr Fazl visits his patients
- 9 p.m. Dr Fazl often works until this time.

Exercise 3

- a Arash Fazl is a **doctor** in neurology at Mount Sinai Hospital.
- b He is from **Iran** but he lives in **New York** now.
- c He is a **student** doctor in his last year.
- d He moved to the USA in 2001 because he wanted to **study**.
- e Arash Fazl has a PhD from Boston **University**.
- f When he visits his patients he discusses their illness and the **medicine** they need.
- g At lunchtime he doesn't eat a lot because he **doesn't have a lot of time**.
- h His days are always **very busy**.
- i Mount Sinai is **an excellent hospital and is famous** all over the world.
- j He enjoys his job because every day he **helps people** and can really **change** their lives.

Exercises 4a & b

Students' own answers

Review

ANSWERS

Exercise 1a

- 1 office 2 meetings 3 student 4 uniform 5 hours
6 retired

Exercise 1b

POSSIBLE ANSWERS

- 1 Do you work in an office?
- 2 Do you have a lot of meetings?
- 3 Are you a student?
- 4 Do you wear a uniform?
- 5 Do you work long hours?
- 6 Are you retired?

Exercise 2a

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

Exercise 4a 3.18 W

- 1 teacher 2 painter 3 singer 4 DVD player
5 builder 6 baker

AUDIOSCRIPT 3.18 W

- 1 She teaches in a school or university.
- 2 He paints people's houses.
- 3 Her job is to sing songs.
- 4 You use this thing to play DVDs.
- 5 He builds houses.
- 6 She makes bread.

Exercise 5a

- 1 you 2 I 3 you 4 you 5 I 6 I