

Unit 1a Job descriptions

Objectives:	To enable Ss to talk about jobs To practise listening for specific information To review the present simple
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Unit overview

• Duties

Warmer	T elicits to what extent Ss use business cards.
Listening 1	Ss listen to identify speakers at a global development seminar meeting.
Listening 2	Ss predict two people's duties and listen to confirm their predictions before listening again to complete notes about the people.
Language focus	Ss review the form of the present simple.
Reading	Ss scan questions for key vocabulary and decide which person from the business cards each question is for.
Speaking	Ss do a <i>Find someone who ...</i> activity.

• Talking about your job

Vocabulary	Ss match sentence halves about one of the people from the business cards and focus on language for talking about jobs.
Speaking	Ss work in pairs and interview their partner about his/her job in preparation for writing a newsletter article.

• Self-study

Vocabulary	Matching exercise (verbs and nouns). Ss then think of another noun to go with each verb. Word-building exercise (nouns and verbs). Gap-fill exercise using the nouns and verbs.
Exam practice	Multiple-choice gap-fill text (<i>Reading Test Part Six</i>).

Duties

- 1 **Warmer (books closed):** T asks Ss how important business cards are to them (their own/other people's).

-  2 **Ex ①:** T introduces the context of a global development seminar and then T focuses Ss' attention on the business cards, clarifying job vocabulary where necessary. Ss listen to six conversations and number the business cards in the order in which the people speak.

1.01–1.06



- 1 *Elif Güreli*
- 2 *Adrianna Marek*
- 3 *Silvio Ruben*
- 4 *Sunita Nandi*
- 5 *Hans Klett*
- 6 *Kurt Bjornson*

- 3 **Ex ②:** T focuses Ss' attention on two of the cards: Adrianna Marek's and Kurt Bjornson's. T elicits from the group what they think their duties are.



Ss listen to Adrianna Marek and Kurt Bjornson in order to find out whether their predictions were correct. T should not give too much information at this stage as Ss will listen again and take notes in **Ex ③**.

1.07–1.08

- 4 **Ex ③:** Ss read the notes about Adrianna Marek and Kurt Bjornson before listening to the audio CD again. T explains any difficult vocabulary where necessary. T uses the feedback to check whether Ss have problems with the third person -s when talking about the people's jobs.



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|------------------------|---|---|
| <i>Adrianna Marek:</i> | 1 | <i>Works for a company that produces vaccines and sells them to doctors</i> |
| | 2 | <i>Discusses new products with doctors</i> |
| | 3 | <i>Deals with designers and printers</i> |
| | 4 | <i>Deals with the health authorities in central Europe</i> |
| | 5 | <i>Travels a lot</i> |
| | 6 | <i>Organises conferences for the medical press</i> |
| <i>Kurt Bjornson:</i> | 1 | <i>Recruits people</i> |
| | 2 | <i>Writes job advertisements</i> |
| | 3 | <i>Chooses the applicants to interview</i> |
| | 4 | <i>Interviews the applicants with the department manager</i> |
| | 5 | <i>Contacts successful and unsuccessful candidates</i> |
| | 6 | <i>Deals with employees' problems</i> |
| | 7 | <i>Informs employees if the management isn't satisfied with their work</i> |

- 5 Before Ss look at the **Don't forget!** section, T elicits the form of the present simple from Ss. T then draws Ss' attention to the **Don't forget!** section, which focuses on the main problem areas encountered when using the present simple: third person -s and negative and question forms using the auxiliary *do*. T points out that -es is added to words ending in -s, -ch, -sh, or -o (e.g. *discusses*, *watches*, *wishes*, *does*). T may wish to point out that there are three possible pronunciations for third person -s endings: /s/, /z/ and /ɪz/. However, only /ɪz/ is likely to be problematic.

- 6 **Ex ④:** Ss decide individually (or in pairs) which person each question is for. The exercise recycles some of the vocabulary from the audioscript but also includes some as yet unseen vocabulary, which T may need to explain.



- 1 *Silvio Ruben*
- 2 *Adrianna Marek*
- 3 *Elif Güreli*
- 4 *Sunita Nandi*
- 5 *Silvio Ruben*
- 6 *Kurt Bjornson*
- 7 *Hans Kletter*
- 8 *Elif Güreli*
- 9 *Kurt Bjornson*
- 10 *Hans Kletter (although Kurt Bjornson works for a packaging company, he works in Human Resources.)*

This activity can be used to make the point that it is often not necessary to understand every word in order to extract sufficient meaning for the reader's purpose. This point is emphasised in the accompanying **Reading tip**. T may wish to ask Ss to underline the vocabulary which suggested the answer (e.g. in Question 8 the mention of *software* immediately suggests that the question is for Elif Güreli, the IT consultant).

- 7 **Ex ⑤:** Ss mingle in order to find out the information. This activity allows Ss to use the present simple and some of the vocabulary that has already been presented. It also allows T to monitor the use of the present simple and give further practice where necessary.

Talking about your job

- 8 **Ex ①:** Ss match sentence halves about Sunita. This enables Ss to review some general work-related vocabulary which they will need in order to speak about their jobs. Before Ss begin, T elicits what an accountant's job might involve. T then ensures that Ss are aware that prepositions are followed by a noun or *-ing*, e.g. *I deal **with** questions; I'm responsible **for** checking*. T also draws Ss' attention to the fact that *involve* is followed by a noun or *-ing*, e.g. *My job also **involves** giving financial advice*. T points out that Shoreditch is an area in the East of London on the edge of the central financial district known as 'The City'.



- 2 *I'm responsible for checking companies' accounts/giving financial advice.*
- 3 *My job also involves giving financial advice/checking companies' accounts.*
- 4 *I deal with questions people have about their accounts.*
- 5 *As part of my job I have to produce financial reports.*
- 6 *I am based in Shoreditch in East London.*

- 9 **Ex ②:** Ss work in pairs to find out about their partner's job. This allows Ss to practise the present simple and some of the vocabulary from the unit. Ss need to take notes as they will write an article about their partner's job in the **Self-study** section. T reminds Ss that they can use the phrases used by Sunita Nandi in **Ex ①**.

Self-study

- Ex ①:**
- 2 *provide a service*
 - 3 *interview an applicant*
 - 4 *deal with a problem*
 - 5 *attend a meeting*
 - 6 *keep a record*
 - 7 *organise a conference*

- Ex ②: Suggested answers:**
- 1 *give a presentation*
 - 2 *provide support*
 - 3 *interview a candidate*
 - 4 *deal with people*
 - 5 *attend a training session*
 - 6 *keep a diary*
 - 7 *organise a holiday*

- | | | |
|--------------|---------------------|------------------|
| Ex ③: | <i>product</i> | produce |
| | <i>sale</i> | sell |
| | organisation | <i>organise</i> |
| | <i>interview</i> | interview |
| | <i>applicant</i> | apply |
| | <i>advertising</i> | advertise |

- Ex ④:**
- 1 *interview*
 - 2 *organise*
 - 3 *advertise*
 - 4 *applicants*
 - 5 *products*
 - 6 *discussion*
 - 7 *sales*

- Ex ⑤:** 1A 2C 3B 4A 5A 6A 7B 8A 9C 10C 11A 12B

Essential vocabulary

Jobs

accountant
consultant
human resources (HR) manager
marketing manager
production manager
sales executive

Work

to work as (+ job)
to work for (+ company)
to work in (the food industry)

Duties

to attend (a meeting)
to deal with (a problem)
to discuss (problems)
to give (advice)
to interview (applicants)
to involve (+ -ing)
to keep (a record)
to organise (a conference)
to provide (a service)
to be responsible for (+ -ing)

General

to advertise
applicant
to be based on
department
financial products
head
personnel

Audioscript: Listening 1

Conversation 1	Silvio	So, do you live in Geneva then – or are you just here for the meeting?
	Elif	No, I'm from Istanbul, but my company has an office here.
	Silvio	What kind of company is it?
	Elif	I work for an IT company. I'm a consultant.
Conversation 2	Hans	Where do you work?
	Adrianna	I work for a large pharmaceutical company.
	Hans	And what do you do?
	Adrianna	I'm the head of the marketing department.
Conversation 3	Kurt	So what kind of products do you sell?
	Silvio	Anything that helps people make money.
	Kurt	How do you mean?
	Silvio	Financial services. I sell investment products.
Conversation 4	Elif	Tell me, does your consultancy work with big companies?
	Sunita	No, we do the accounts for small and medium-sized companies.
	Elif	Ah, I see. Are all of your clients in London?
	Sunita	Most of them. But we also work for some international charities in Geneva.
Conversation 5	Silvio	So, you work in the food industry?
	Hans	Yes, I'm a factory manager.
	Silvio	Oh, really? What do you make?
	Hans	We produce frozen food.
Conversation 6	Sunita	And what do you do?
	Kurt	I manage a human resources department.
	Sunita	What kind of company do you work for?
	Kurt	We make packaging for fresh food.

Audioscript: Listening 2

Adrianna Marek

Hello, I'm Adrianna Marek. I work as a marketing manager for a large pharmaceuticals company. My department produces vaccines against hepatitis and so on. We normally sell our vaccines directly to doctors so one of my jobs is to discuss our new products with doctors. Marketing managers don't always do this, but I do as I'm a qualified doctor. I'm also responsible for our publicity material so I have to deal with designers and printers. I'm responsible for central Europe, so I have to deal with the health authorities in the different central European countries. That means my job involves a lot of travelling. And finally, when we produce a new vaccine, it's my job to organise a conference for the medical press so they can ask us questions about it.

Kurt Bjornson

Hello, I'm Kurt Bjornson. I work for a company called Vacupack. I'm responsible for employing most of the people in the company. I write the job advertisements and then I have to choose which applicants I want to interview. Usually, I interview the applicants with the head of the department where the vacancy is. I then have to contact the applicants after the interview, both the successful and unsuccessful ones. Another duty is dealing with employees' problems. Of course many of them are work-related, but people do sometimes come to discuss personal problems with me. My job also involves informing employees if the management isn't satisfied with their work, which isn't a pleasant part of the job.

Unit 1b Working conditions

Objectives:	To enable Ss to talk about working conditions To practise reading for gist and for specific information To review adverbs of frequency
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Unit overview

- **Comments about work**

Warmer	T asks Ss whether they have a suggestions/comments box at work.
Reading	Ss look at comments made by employees and answer comprehension questions.
Language focus	Ss place adverbs of frequency on a scale from most to least frequent and review word order in a sentence.
Speaking	Ss use the adverbs of frequency to talk about what they do at/outside work. Ss then decide how they would deal with the problems/comments in the comments box.

- **Terms and conditions of employment**

Vocabulary	Ss match vocabulary in preparation for the reading task.
Reading	Ss gist-read a Terms and Conditions of Employment document. They then read the text again and answer multiple-choice comprehension questions.
Speaking	Ss discuss their own conditions of employment.

- **Self-study**

Vocabulary	Recycling of vocabulary from the unit. Word search. Gap-fill exercise (prepositions).
Writing	Ss write about their own conditions of employment.
Exam practice	Note completion exercise (Reading Test Part Seven).

Comments about work

1 **Warmer (books closed):** T asks Ss whether they have a suggestions box or a comments box at work. If so, what kind of things do people write about? If not, T asks what other system they have for dealing with problems/complaints at work. T asks what typical problems they have at work.

2 **Ex ①:** Ss read the comments in order to answer the questions.



- 1 *They are rarely for him/her.*
- 2 *They frequently run out of stationery.
There isn't a sensible system for ordering supplies.*
- 3 *They don't receive overtime pay when they work late.
They get their bonus annually but one person would prefer it monthly.*
- 4 *Equipment breaks down during presentations.
There isn't a sensible system for ordering supplies.
One person thinks they have too many meetings.
One person answers the phone a lot but it is never for him/her.*
- 5 *The only person who makes a suggestion as well as a comment is the person who writes about the bonus system.*

3 **Ex ②:** T asks Ss to underline any adverbs of frequency in the comments and checks their meaning. Ss then look at the adverbs of frequency in the exercise and write them in the appropriate place on the line. They then compare their order with a partner.



never *rarely* *occasionally* *sometimes* *frequently/often* *usually* **always**

4 **Ex ③:** Ss look at the comments again in order to work out the position of adverbs of frequency. They then complete the **Don't forget!** section.



Adverbs of frequency: word order

- Words such as *always*, **usually**, **often**, *frequently*, **sometimes**, *occasionally*, *rarely* and **never** usually come before the verb.
- However, these words come **after** the verb to be.
- Words such as *hourly*, *daily*, **weekly**, **annually** and **monthly** come after the verb, often at the end of the sentence.

5 **Ex ④:** Ss work in pairs to discuss routines: both work-related and personal.

6 **Ex ⑤:** T might wish to get Ss to change partners. Ss look at the comments again and make suggestions as to how to deal with them.

Terms and conditions of employment

- 7 **Ex ①:** Ss match items of vocabulary with the appropriate meaning in order to prepare for **Ex ②**. T could ask Ss to scan the Terms and Conditions of Employment text in **Ex ②** to see if they can work out the meaning of unknown words.



2 salary	money a person receives for work
3 to review	to look at something again in order to change it
4 overalls	work clothes that people wear to keep their own clothes clean
5 regulations	rules people have to follow
6 overtime	extra hours a person works
7 leave	holiday from work
8 line manager	the person you are directly responsible to
9 break	time to have a rest and possibly something to eat or drink
10 to provide	to give somebody something he/she needs

- 8 **Ex ②:** Ss read the Terms and Conditions of Employment text for gist and decide what type of work the document refers to.



Factory work (**shifts, safety regulations, overalls**).

Ss then read the multiple-choice questions before looking for the answers in the text.



1 B 2 B 3 C 4 A

- 9 **Ex ③:** Ss work in pairs to discuss their conditions of employment. Some ideas have been given but Ss do not have to discuss all of them. They may also have ideas of their own. The pairs then give feedback to the whole class on what was the same for both partners.

Self-study

Ex ①: Suggested answers:

- paper, stationery, supplies, time, money
- holidays, overtime, salary, problems
- holidays, overtime, orders, stock
- computers, telephone calls, customers

Ex ②: 1 with 2 about 3 at 4 of 5 of
6 in 7 at/in 8 with 9 in 10 about/with

Ex ③: Suggested answers:

- I rarely work thirty-five hours a week.
- I usually work overtime.
- I get twenty-one days leave a year.
- I wear a suit but employees in the factory wear overalls.
- There is a health and safety representative in every department.

Ex ④: 1 MOHAMMED BADDOU
2 THIRTY-TWO/32
3 29/11
4 LEAVE
5 PRODUCTION

Essential vocabulary

Frequency words

annually
daily
monthly
rarely
weekly

Working conditions

at (the current) rate
bonus
break
day off
employment
equipment
health and safety
leave (holiday)
line manager
overalls
overtime
regulations
salary
shift
supplies

General

annoying
to arrange
to break down
to consult
efficient
in operation
instead of
to review
to run out of
stationery