

What's new?

Subject: Work, job satisfaction, meetings
Language: Comparatives and superlatives of adjectives
Functions: LB 5 Comparing and contrasting
Pronunciation: Vowels, CD1 (Blue) track 4

1 The BIG question: WHAT KIND OF JOB IS BEST FOR YOU?

The theme of this unit is the world of work, and the contrasting satisfaction of high-pressure but supposedly more secure jobs in large firms and corporations, as opposed to the risks but also the pleasures of working on your own. *The BIG Question* is: *What kind of job is best for you?* Is job security more important than a challenging job?

Picture / background information

www.businesslink.gov.uk

www.startups.co.uk

www.ivillage.co.uk/workcareer

- Introduce the topic by talking about your job as a teacher with the students. Elicit and write up the advantages and disadvantages of teaching (eg advantages: long holidays, interesting subjects, working with people; disadvantages: taking work home, low pay, administrative frustration).
- Brainstorm as a class and write up the students' own ideal jobs and their positive and negative factors.
- Read the *The BIG Question* and the **FACT** box with the class. Are the students' ideal jobs in companies or on their own?
- Discuss setting up your own companies and whether it's easy in your country. Elicit a first list of positive and negative aspects.

2 FOCUS ON...**Words****Picture / background information**

More information about jobs generally:

news.bbc.co.uk/1/hi/education/3429767.stm

jobsadvice.guardian.co.uk/rise/story/0,,1257927,00.html

Gardening jobs:

www.hortjobs.com

www.andersplus.com

Ski instructors jobs:

www.basi.org.uk/index/index_noflash.asp

www.psia.org

Jobs in computer programming:

www.en.wikipedia.org/

Business studies resources for secondary students:

www.bbc.co.uk/schools/16/business.shtml

2 A 1

- Talk about the photos with the students, making sure they understand the three jobs illustrated.
- Pair the students to do the matching exercise. Encourage them to discuss vocabulary difficulties (eg *software*, *financial records*, *advice*) and try to guess the meanings from the context before using their dictionary.
- Check the answers.

2 FOCUS ON... Words A 1**Answers**

1 c 2 d 3 e 4 b 5 a

2 A 2

- Use one of the ideal jobs listed on the board as an example. Ask students to provide a definition from their dictionaries.
- Ask students in pairs to write two, three or four more definitions (depending on time available) for jobs.
- Students read out a definition in turn as the class guesses the name of the job.

2 B

- These business terms may be new to many classes. Read the first exercise aloud to the class, and get them to guess 'sole traders', 'partnerships', etc. Then use their dictionaries to check their answers.
- Students work through the exercise in pairs.
- Check the answers. Recycle the vocabulary by going over the other advantages and disadvantages of working by yourself, for a small company, or a large one.

2 FOCUS ON... Words B**Answers**

1 c 2 d 3 b 4 a

2 C

- Explain the task.
- Students give their own opinions. Then compare their ideas in a class feedback.

2 FOCUS ON... Words C**Answers**1 ✓ 2 ✗ 3 usually ✗ 4 ✓ but could be ✗
5 usually ✓ 6 usually ✓**2 D**

- Students discuss the questions in pairs.
- As soon as a pair seems to have finished, ask them to join another pair and compare their views.
- Ask the groups what were the most interesting reasons they heard for question 1. For question 2, focus on the worst kinds of jobs, as ideal jobs have already been discussed.

2 FOCUS ON...**Ideas**

- Read out the two questions. Make sure students understand secure and challenging.
- This is a chance to let students start practising the comparative forms. Write some comparative adjectives on the board (eg more / less secure, interesting, challenging, stressful; safer, riskier, healthier, friendlier).
- Students discuss the questions with a partner.
- Ask students to report back to the class.

3 READING**CD2 (Red) track 3, page 17 SB****Picture / background information**

For more information on ski instructors and plant specialists, see page 16, 2A.

For more information about jobs and training for hotel and hospitality management:

www.studyoverseas.com/hhm/

www.foodreference.com/html/hotel-rest-management.html

www.hospitalitytraining.net/

3 A

- This activity aims to spur students into reading quickly, for gist. Set a fairly short time limit for the first reading (eg one to three minutes, to encourage students to skim the stories in order to choose the best title for each).
- Check the answers and help students formulate reasons for their choices.

3 READING A**Answers**

1 More friends, less money
2 Being your own boss
3 The most beautiful place in the world

3 B 1

These questions promote reading for specific detail.

- Students complete the table in pairs or as a classroom activity.

3 READING B 1**Answers**

a) Adriana b) Gemma c) Franco d) Gemma
e) Franco f) Adriana

3 B 2

- Warn students that some of the expressions may fit more than one category.
- Students work on their own or in pairs. One can fill in 'old job', the other 'new job', and then they compare notes.

3 READING B 2**Answers**

	Old job	New job
Franco	e) working with computers	f) a healthier lifestyle
Adriana	a) working in a hotel	c) a more challenging job / owning a business
Gemma	d) working for a large company	b) owning a business / a more challenging job

3 C 1

- Read out the questions. Students compare ideas in pairs.
- After that, compare views with the class, helping students to express their reasons for finding some jobs more interesting than others.

3 READING C**Answers**

1 The impression given by the articles is that being your own boss is better for people, making them happier even if not so rich.

4 LANGUAGE**4 A**

- Go over the four sentences with the class, reminding them of the rules for comparatives and superlatives (comparatives with two things, superlatives with more than two).
- Ask them to compare the way comparatives and superlatives are used in English and in their own language.
- Elicit the rules for forming superlatives.

4 LANGUAGE A**Answers**

Comparing two things: sentences 1 and 3.
Comparing more than two things: sentences 2 and 4.

4 B / C

- Read out the question. Students answer orally.
- Check the answers. Ask students to find other examples in the texts.
- Elicit the rules for using *-er* (one-syllable words, two-syllable words ending in *-y*) and *more / less* (most two-syllable words, words with more than two syllables).

4 LANGUAGE B / C**Answers**

-er: friendlier, healthier (smaller, happier, bigger)
more / less: more important, less stressful (more challenging, less secure, more interesting)

- Refer students to the explanation of the form and use of comparatives and superlatives in Workbook Unit 3. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 3, page 18 SB****Picture / background information**

The photos show an in-company training seminar by a financial analyst and a freelance reporter. In-house training:

www.rec.UK.com/rec/contacts/development.aspx

Financial analysts:

www.bls.gov/oco/ocos259.htm

Training for journalists:

www.nctj.com/journalist.htm

www.ca.courses-careers.com/journalism.htm

The two speakers in the listening text are both British.

5 A 1

- Encourage students to say as much about the photos as they can. Their first response with the left-hand picture may be to say 'teacher'. Ask them to say more about the kind of instruction shown (eg adults in a business setting).

5 LISTEN IN A 1**Answers**

financial analyst / business consultant
freelance reporter

5 A 2

- Students speculate about the advantages of the jobs in the photos.

5 LISTEN IN A 2**Suggested answers**

financial analyst: good pay, job security, working with people
freelance reporter: adventure, excitement, working in different places

5 A 3

- Pre-teach two informal expressions: *geek* (a boring, untrendy person) and *techie* (a person very interested in, or knowledgeable about, technology and especially computers).
- Elicit personal views about the expressions, which may be positive or negative. Encourage students to explain their answers and agree or disagree with other students.

5 B

- Read through the eight phrases with students, making sure they understand *information technology* (IT – the use of computers to store / retrieve / send information) and *adventures* (exciting, sometimes dangerous experiences).
- Play the CD. Students can listen individually or in pairs – one for Lynn and one for Gary.
- Check the answers.

5 LISTEN IN B**Answers**

1 G 2 L 3 L 4 L 5 G 6 L 7 G 8 G
and L (both of them want fun in different ways)

5 C

This exercise recycles and reinforces vocabulary and arguments.

- Encourage students to try to remember the arguments they heard in the recording, and to think of ones of their own.

5 LISTEN IN C**Suggested answers**

1 steady routine, can get promotion, get a nice car, can pay your bills on time, don't have to worry about money, don't have to worry about not having enough work
2 see other countries, work with people, adventure, exciting, no routine, own boss / can do what you want

6 YOUR TURN TO SPEAK**A Role play**

- Get students to choose a job. It can be one they would like, or the opposite.
- They prepare by making a list of the qualities they have for the job. They then think of reasons why they might not be right for the job and the possible disadvantages of the job (eg danger, low pay etc).
- Circulate and help with vocabulary and ideas.
- Ask students to perform their role play for another pair or the class.
- If there is time, reverse the roles so that each student has the opportunity to be student and advisor.

B Conversation

- Go through the expressions in **LB 5** with the class.
- Ask students to prepare their own answers to the three questions in 1. They then compare these with their partner.
- Students discuss question 2 together.
- Discuss the questions as a class. You can do a survey of attitudes to work in your class by asking for a show of hands for each one of the questions.
- To consolidate the language used in this activity, do the exercise in **LB 5** in class. Ask students to

complete the dialogue and then read it with a partner to check. Alternatively, ask students to review the phrases in **LB 5** at home and do the exercise for homework.

7 YOUR TOPIC

- The topic has been well prepared by the activities in the unit, so students can start immediately making their notes for their talk.
- Circulate while students are preparing, reminding them to structure their talk according to the four questions, and to make notes with key words or phrases rather than whole sentences. Help with language problems.
- Write on the board a list of things they have to remember while giving their talk:
 - 1) using notes as brief reminders
 - 2) speaking clearly
 - 3) making eye contact with the audience
 - 4) asking for questions and answering them
- Afterwards, ask the listeners to give a positive response to the talk, and perhaps, in supportive classes, to suggest things that could be added, or ways of improving delivery.

Extra activity: A guessing game

- Students choose one job they would really like to do – either a job in this unit or another one (they can use their dictionaries).
- They write one sentence saying one good thing and one bad thing about the job (eg *In my job, I work with people, but I don't make much money.*)
- They read their sentences to the class. The others guess. You can set a maximum of three guesses **OR** students get one point for each wrong guess.

8 BUSINESS STUDIES in English

Page 19 SB

Picture / background information

This cross-curricular section focuses on good practice in meetings, a recurring topic in business studies. The vocabulary may be new to some students at this level but is undoubtedly useful and connected to their future work.

Resources for business studies:

www.thetimes100.co.uk

Information about running meetings:

www.gsanetwork.org/resources/facilitate.html

www.campusaction.net/activist_toolbox/How%20To/run_good_meeting.htm

- Warm-up: Ask about the students' own experience of meetings – in class committees or school councils, for example. What were the main problems they experienced? Did they enjoy the meetings?
- Work with the picture: elicit explanations for the various jobs represented (get students to use their dictionaries if necessary). Ask for reactions to the arrangement of seats for this meeting. Looking at the seating diagrams underneath to the left, what is the aim of the meeting?
- Ask students to read the text fairly quickly, and underline any problems that they have with expressions or concepts. Go over these with the whole class.
- Elicit a first response to the text. Do students feel that this kind of advice is useful / unnecessary / easy or hard to follow? How many of them look forward to a career in business later on? Would they like this kind of meeting?

8 A

- Ask students to use the context to find the correct words and phrases for the definitions. They can work individually, in pairs, or as a class.
- Check the answers.

8 BUSINESS STUDIES *in English A* Answers

- | | |
|---------------|---------------|
| 1 motivate | 2 chairperson |
| 3 the minutes | 4 off track |

8 B

- Ask students to discuss the questions in pairs. Alternatively, add a game element by dividing the class into two 'camps' to see which can find more ways to compare English classes with business meetings.
- Discuss the ideas that came up with the whole class.

8 BUSINESS STUDIES

in English B

Suggested answers

- 1 They are both about communication. People are supposed to work collaboratively but sometimes don't. There is an 'agenda' in the form of the unit activities, but perhaps it hasn't been prepared. Students sometimes go 'off track'.

Optional project: A careers fair

- Students work in groups to collect information, brochures and application forms for as many jobs as possible. Each group focuses on one particular type of job (eg in education, business, television or print journalism, the film industry, hospitality and catering, sports activities, IT jobs etc). Students can use the library or the internet.
- If your school has a careers service, ask students to interview advisors and collect material from them.
- Each group sets up their 'stall' around the classroom, displaying information, brochures etc.
- In turn, one student of the group looks after the stall and answers questions, while others go around looking at other jobs on display and asking questions.
- Possible feedback: ask the groups to prepare and present a short oral report on the jobs they found most interesting.

9 PORTFOLIO WRITING

- This is a formal business letter of enquiry. If students have not written letters of this kind before, you may wish to give some general information about them before they do the exercise.
- Ask students whether they write formal letters in their own language, and what register they would use.
- Point out that there are standard formats for business letters in English. One common one is the following:

Writing model

	Your address

	Date
Name of the person you are writing to.	
Address of the person you are writing to.	
.....	
.....	
<u>Re: the subject you are writing about</u>	
Dear Sir or Madam (<i>when you don't know the person's name</i>)	
OR	
Dear Mr / Ms / Mrs Smith, (<i>when you know the person's name</i>)	
Text of the letter	
.....	
.....	
.....	
.....	
Yours faithfully (<i>when you've written Dear Sir or Madam</i>)	
OR	
Yours sincerely (<i>when you've written Dear Mr / Ms / Mrs Smith</i>)	
Your signature (<i>handwriting</i>)	
Your name (<i>typed</i>)	

- Tell students that the register of a business letter is formal. Long forms are more usual than short forms (*do not* rather than *don't*). American letters are often more informal than British ones. Americans often use *Yours sincerely* whether they know the person's name or not.
- Students put the expressions for the body of the letter in the right order.
- Check the answers.
- Students write a first draft of their letter. They can then compare with a partner, ask advice, and write a second draft.

9 PORTFOLIO WRITING	Answers
1 f 2 b 3 d 4 c 5 e 6 a	

10 Your answer

- Ask students to volunteer answers to the questions and compare their opinions.
- Refer students to the Workbook Unit 3 activities.

Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers

Pages 8–9 WB

1 Language: comparatives and superlatives

1 A

- 1 healthier, more boring 2 harder, the hardest
 3 more secure, less interesting 4 the best, the worst

1 B

- 1 most good – *the best*
 2 most democratic – *more democratic*
 3 most boring – *the most boring*
 4 effectiver meetings – *more effective*
 5 careful – *more careful*
 6 importantest questions – *the most important*

1 C

(*Individual answers*)

2 Vocabulary

2 A

(*Example answers*)

	Good things	Bad things
1 as a sole trader:	challenging, (interesting, flexible)	stressful, risky, long hours
2 in a partnership:	friendly, fewer hours, (creative, less stressful)	big responsibility to other partners
3 in a large company:	secure, good money, time for other activities, (chance for promotion)	boring, same routine

2 B

- 1 computer programmer
- 2 salary
- 3 promotion
- 4 agenda

3 Use of English

- 1 Working for a large company is *more secure* than being a sole trader.
- 2 Many young people want *to set up* their own business.

3 The Alps has *the cleanest* environment in the world.

4 It's good to arrive *on time / early* for a meeting.

4 Pronunciation**CD1 (Blue) track 4**

- a) 3 b) 2 c) 1 d) 2 e) 1 f) 3 g) 2 h) 3
i) 3 j) 3 k) 3 l) 1 m) 2 n) 2 o) 2

5 Portfolio Writing

(Individual answers)