

# UNIT 5

## Fairness

### UNIT CONTENTS

#### G GRAMMAR

- Relative clauses (defining and non-defining; use of relative pronouns and prepositional phrases)
- Willingness, obligation and necessity (modal verbs; phrases with *be*; idioms)
- Linkers: *above all, also, besides, furthermore, moreover, what is more*

#### V VOCABULARY

- Crime and justice: *arrest on suspicion of, ban from, be convicted of, be found guilty of, be held in custody, bring face-to-face with a victim, criminal, defence lawyer, do community service, fine, give testimony in court, judge, jury, make an allegation of, one-to-one / group counselling, plead guilty to, policeman, prosecution, receive a reduced sentence for good behaviour, receive psychiatric help, sentence to life imprisonment, serve the full ten years, show evidence in court, solitary confinement, trial, victim, witness*
- Areas of employment: *agricultural, construction, energy, financial, industrial, manufacturing, public, retail, transport*
- Language in context: Crime; Temporary states
- Wordpower: Idioms: Crime: *catch red-handed, get away with murder, get off lightly, give the benefit of the doubt, lay down the law, look over your shoulder, partners in crime, up to no good*

#### P PRONUNCIATION

- Sound and spelling: s and ss
- Word stress: nouns and verbs
- Main stress

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Put students into groups. Ask students to discuss how fair these ideas are for the people involved and society in general:

- a higher tax rate for large salaries
- not allowing prisoners to vote
- raising the retirement age

- a** Give students one minute to think about their answers to the questions before talking about the photo as a class. If necessary elicit *barbed wire* (a type of strong wire with sharp points on it). If you wish, give students information from the Culture notes below. Take feedback as a class.



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and evaluate opinions and attitudes in texts about punishment and rehabilitation; understand, summarise and relay and respond to texts describing occupations
- follow and understand details of colloquial radio news stories, recognising usage of puns; understand details and opinions of speakers describing employment and recruitment experiences
- use a range of lexis accurately to: give descriptions of forms of punishment and rehabilitation; discuss crimes and their consequences; describe, evaluate and discuss employment conditions, job requirements and fair pay
- understand a conversation between people meeting for the first time and identify social strategies used by the speakers
- use a range of expressions for recalling and speculating in social interactions where they are uncertain of the facts
- write well-structured and coherent opinion essays using linkers effectively to add information and reinforce their argument



### CULTURE NOTES

This photo shows a prisoner in Washington working with frogs as part of a state-wide Sustainability in Prisons Project. The aim of the project is to make the prison and general community more aware of and active in ecological concerns. Similar initiatives include a project in the US where prisoners train service dogs, and a restaurant open to the public in England where the prisoners only prepare dishes from sustainable products.

- b** Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Suggested answers below. Take feedback as a class.

#### Suggested answers

- They may learn how to be responsible / care for others.
- giving talks to teenagers about the mistakes they made; taking part in clinical trials
- Reoffenders may not have had enough support in prison.



### EXTRA ACTIVITY

In groups, ask students to imagine they work at a prison, and to convince the prison governor to try one of their ideas in b2. Give students a few minutes to think of the advantages and then present them. The class votes for the most beneficial idea.

# 5A A place where you have to look over your shoulder

## OPTIONAL LEAD-IN

Books closed. Ask students to name famous prisons or prisoner camps throughout the world that have now been turned into museums, e.g. Solovki in Russia. Put students into groups to discuss why they think tourists want to visit these places. Take feedback as a class.

## 1 READING

- a** Ask students if they have seen any films or read any books about famous prisons throughout the world and what impression it gave them of prison, e.g. *The Count of Monte Cristo* about Château d'If, *The Birdman of Alcatraz* about Alcatraz, *Papillon* about Devil's Island, *Mandela: Long Walk to Freedom* about Robben Island. Put students into groups to discuss the questions. Take feedback as a class.
- b** Ask students if they think a prison in Norway would be different from a normal prison. Tell students to look at the photos, say what impression they give and then answer the questions. Take feedback as a class. Students then read the article. Check answers as a class.

### Suggested answers

- The conditions are very good. Every cell has a flatscreen TV, its own toilet, a shower with large, soft, white towels, fridges, cupboards and desks. There are no bars on the windows. Prisoners enjoy freshly brewed coffee, and they have their own fridges. They are encouraged to attend work and educational activities. The prison has its own studio for mixing music.
  - Many prisoners have committed very serious offences such as violent attacks, as Halden prison is one of Norway's highest-security jails.
- c** Tell students to answer the questions. Encourage students to guess the meaning of the words in the Vocabulary support box if they ask about them. Help with the meanings if necessary. Check answers as a class.

### Answers

- the smell of coffee; the quiet
- through rehabilitation, not punishment
- yes – because it looks like one; no – because you can't leave when you want
- to make it look as if it isn't a prison; to make it seem normal
- those who leave their cell to attend work and educational activities are paid; doing activities makes prisoners less aggressive and stops them getting institutionalised
- being locked in his room at night
- the prisoners didn't stand to attention when Halden's governor came past but clustered round him and listed their complaints
- it feels like a place where you don't need to feel frightened

## VOCABULARY SUPPORT

*flagship* – the product or service which represents the best of an organisation

*rehabilitation* – the process of helping somebody return to a good/healthy/normal way of life

*boutique hotel* – small, stylish, independent hotel

*stand to attention* – (military) stand up very straight and still, with feet together and chest out

At the end of this lesson, students will be able to:

- read an article about a prison system and evaluate the claims made
- use defining and non-defining relative clauses with a range of constructions
- identify and use four pronunciations of the letter *s*
- discuss different forms of crime, punishment and rehabilitation using a range of vocabulary related to crime and justice

- d** Ask students to work in pairs and explain any of the highlighted words and phrases they already know to their partner. Tell students to work out any meanings they don't know from context. They can then check their ideas in a dictionary. Check answers as a class.

### Answers

*communal*: belonging to or used by a group of people rather than one single person

*humane*: showing kindness, care and sympathy towards others, especially those who are suffering

*minimalist chic*: a fashionable style in art, design and theatre that uses the smallest range of materials and colours possible, and only very simple shapes or forms

*unbarred*: without metal bars, typical of cages or prisons

*scale* (v.): climb up a steep surface, such as a wall or the side of a mountain, often using special equipment

*high-risk*: involving a greater than usual amount of risk

*incarcerated*: put or kept in prison or in a place used as a prison

*institutionalised*: if someone becomes institutionalised, they gradually become less able to think and act independently, because of having lived for a long time under the rules of an institution

*cluster around*: when a group of people/things surround someone or something

*address* (v.): speak or write to someone (formal)

*minor irritations*: small problems



## LOA TIP CONCEPT CHECKING

- If students understand the grammatical relationship between a word or phrase and the rest of the sentence, this can help them to work out the meaning.
  - Tell students to look at *communal*. Ask students: *What part of speech is 'communal'?* (adjective). Tell students to underline the whole sentence, which is at the beginning of the text (*It hits you in the communal apartment-style areas where prisoners live together in groups of eight.*). Ask: *What does the compound adjective tell us?* (the cells are like apartments, or flats); *What does the relative clause tell us?* (one area has eight prisoners); *So could 'communal' be about being alone or being together?* (together).
  - Show students how much the grammar helps unlock the meaning by rewriting the sentence as two separate sentences. *It hits you in the communal areas. These are apartment-style and prisoners live together in groups of eight.* Here it is harder to make the connection between *communal* and the other information.
- e** Ask students why Kent is in prison (a violent attack) and if they think his punishment is appropriate. Put students into groups to discuss the questions. Take feedback as a class.

## 2 GRAMMAR Relative clauses

- a Tell students to match the captions with the photos. Check answers as a class.

### Answers

- d
- a
- b
- c

- b Write on the board:

1 *The prisoners who escaped were punished.*

2 *The prisoners, who escaped, were punished.*

Ask students in which sentence all the prisoners were punished (2). Ask students to rephrase sentence 1 to show the difference in meaning (*Only the prisoners who escaped were punished.*). Ask students what the difference in pronunciation is (1 is one word group; in 2, *who escaped* is a separate word group). Ask students which relative clause is defining (1) and which is non-defining (2). Elicit that non-defining relative clauses aren't essential and can be left out of the sentence. Tell students to underline the relative clauses in the captions, mark them as defining or non-defining, and say why. Check answers as a class.

### Answers

- Norwegian prison officers are tasked with rehabilitating the men in their care, the result of which is a 20% reoffending rate, compared with 50% in England.
  - Graffiti by Norwegian artist Dolk, from whom it was commissioned out of the prison's 6m kroner (£640,000) art budget.
  - Welcome to Halden prison, Norway, inside the walls of which prisoners receive comforts often likened to those of boutique hotels.
  - The prisoners, some of whom have committed the most serious crimes imaginable, are provided with plenty of opportunities for physical exercise.  
all the relative clauses are non-defining; they aren't essential and are preceded by a comma
- c Tell students to work individually to compare the alternative clauses with the clauses in 2a and say which features of the clauses in 2a are more formal. Take feedback as a class.

### Answers

the clauses in 2a begin with prepositional phrases:

- the result of which
- from whom
- inside the walls of which
- some of whom

### LANGUAGE NOTES

You could point out to students that in caption 3, the participle clause, *comforts often likened to those of boutique hotels*, is similar to a reduced relative clause, *comforts (which are) often likened to those of boutique hotels*. In caption 1 the participle clause *a 20% reoffending rate, compared with 50% in England* is an adverbial, it does not post-modify the noun phrase before it. Tell students that they will learn more about participle clauses after nouns and participle clauses as adverbials in Lesson 6B.

- d  2.32-2.33 Students read the information in Grammar Focus 5A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.57.

### Answers (Grammar Focus 5A SB p.146)

- a
- c
  - e
  - h
  - a
  - d
  - b
  - f
- b
- whom
  - that
  - whose
  - by which time
  - few of whom
  - which
- c
- The criminals shared a prison cell, the floor of which was over the city drainage system.
  - The prisoners, who were desperate for freedom, built a tunnel through which they could escape / which they could escape through.
  - One night, when / on which there was a full moon, they went down the tunnel.
  - The two criminals came out into a street which / that looked familiar.
  - They had come up outside the local police station where / at which they had first been charged.
  - The local police, all of whom knew the criminals by sight, arrested them.
  - They took them back to the prison, from which they never tried to escape again.

### CAREFUL!

Students often make the mistake of leaving out a preposition in relative clauses, e.g. after quantifiers: *I would like to get some money back, at least 50% which will go to charity.* (Correct form = *I would like to get some money back, at least 50% of which will go to charity.*). Another common mistake is to use *which* + noun: *I am writing to participate in your competition, which advertisement I saw in a magazine recently.* (Correct form = *I am writing to participate in your competition, the advertisement for which I saw in a magazine recently.*).

- e Tell students that in the UK there are open prisons where low-risk prisoners only need to spend the night in their cells and are free to do activities in the prison during the day. Some prisoners qualify for day release and work outside the prison in the community. Ask students if they think open prisons are a good idea. Then tell students to complete the sentences with their own ideas.
- f  Put students into groups to compare ideas. Take feedback as a class.

### EXTRA ACTIVITY

Put students into pairs and ask them to make a timetable of a prisoner's day in their ideal prison, e.g. 7:00 get up, 7:30 morning jog, etc. Put two pairs together to compare and use ideas from both to agree on the best timetable. Ask groups to present their timetable, explaining the reasoning behind it, to the rest of the class.

### 3 VOCABULARY and SPEAKING

#### Crime and justice

- a 2.34 Elicit the names of crimes students should know: *stealing from a house* (burglary), *stealing from a shop* (shoplifting), *using violence for political reasons* (terrorism). Tell students to match the crime collocations, using a dictionary if necessary. Play the recording for students to listen and check.

#### Answers

- c
- e
- b
- d
- a

*violent assault*: an attack which hurts or seriously injures another person

*tax evasion*: when someone illegally pays less tax than they should

*possession of a controlled substance*: owning or carrying an illegal drug

*credit card fraud*: when someone pretends to be the owner of a credit card and uses false information to pay for goods and services or obtain money

*bribery and corruption*: giving money or a present that you give to someone so that they will do something for you, usually something dishonest, and illegal, bad or dishonest behaviour, especially by people in positions of power

- b 2.35 Play the recording for students to listen and repeat the pronunciation of the words. Drill the words.

- c 2.36 Write *base*, *case* and *vase* on the board and ask which one has a different *s* sound (*vase*, /z/). Students underline the words with a different sound. Play the recording to check. Drill the words.

#### Answers

- mission – /ʃ/
- impression – /ʃ/
- comparison – /s/
- vision – /z/

- d Put students into pairs to give definitions of the crimes for their partner to guess. Encourage students to use relative clauses.

#### EXTRA ACTIVITY

Tell students to solve this puzzle. A prisoner has escaped from prison and he runs towards two doors outside the walls. One door leads to safety and the other back to the prison but he doesn't know which is which. In front of the doors are two brothers who do know which door leads to safety. One brother always tells the truth, the other brother always lies. The prisoner knows this and has time to ask one question to one of the brothers before he chooses which door to go through. What would that question be?

#### Answer

The question would be *Which door would your brother say leads to safety?* and the prisoner would then go through the other door.

- e 2.37–2.38 Students complete the exercises in Vocabulary Focus 5A on SB p.162. Play the recording for students to listen to the sentences in Exercise a and c, and check answers as a class. Put students into groups to discuss Exercise b, d and e and compare ideas as a class. Ask students to read the Learning Tip. Tell students to go back to SB p.58.

#### Answers (Vocabulary Focus 5A SB p.162)

- a 1 a *arrest on suspicion of*: when the police take somebody (by force if necessary) into the station to question them about a crime that they think they have committed
- b *make an allegation of*: make a statement, without giving proof, that someone has done something wrong or illegal
- 2 a *be held in custody*: the state of being kept in prison, especially while waiting to go to court for trial (*court* = a place where trials and other legal cases happen, or the people present in such a place, especially the officials and those deciding if someone is guilty; *trial* = the hearing of statements and showing of objects, etc. in a law court to judge if a person is guilty of a crime or to decide a case or a legal matter)
- b *be convicted of*: to decide officially in a law court that someone is guilty of a crime
- 3 a *show evidence in court*: lawyers show relevant documents, witness statements, scientific information, etc., in court, during a trial, which support the idea that something is or is not true
- b *give testimony in court*: give, in court, during a trial, (an example of) spoken or written statements that something is true
- 4 a *plead guilty to*: to make a statement in a law court saying that you admit you are responsible for breaking a law (*sentence* = a punishment given by a judge in court to a person or organisation after they have been found guilty of doing something wrong)
- b *be found guilty of*: a court of law decides you are responsible for breaking a law

#### CAREFUL!

Students can confuse *commit* with *convict*: ~~However, after the punishment finishes and the offender is released, that person can convict a crime again.~~ (Correct form = *However, after the punishment finishes and the offender is released, that person can commit a crime again.*)

#### HOMEWORK ACTIVITY

Ask students to follow the advice given in the Learning Tip and make a note of the difference between these words and expressions in their vocabulary notebooks: *bail/fine*, *commit/convict*, *evidence/proof*, *judge/jury*, *murder/man slaughter*, *persecution/prosecution*, *reduced sentence/suspended sentence*. Tell students to use a dictionary to find the differences in meaning and to give example sentences to show the different meanings.

### 4 LISTENING

- a Ask students to tell you about a crime which has been in the news recently. Then tell students to describe the pictures and say what crime they think is happening.
- b Pre-teach *fraudster* (someone who gets money by deceiving people). Tell students to match the headlines with the pictures.
- c 2.39 Play the recording for students to listen and check their answers to 4b. Check answers as a class. They then work in pairs and explain what is happening in each picture. If necessary, pre-teach *hive* (a structure where bees live, especially a beehive – a container like a box – or the group of bees living there), *truant* (a child who stays away from school without permission) and *pocket-dial* (phone someone by mistake and not realise you are making a call). Take feedback as a class.

#### Answers

- Fake fan
- Cereal offender
- Dial a crime
- The honest fraudster
- Would-bee burglar

## Audioscript

**NEWSREADER 1** When it comes to football, I'm extremely patriotic. Who isn't? If I go to see England play anywhere in the world, there's only one football shirt you'll catch me wearing – I wouldn't be seen dead in anything else, particularly a French one. Same goes for any fan – only trouble is ... the shirt can get you into trouble. So here's the thing ... Man goes to Cyprus. Turns up to customs and hands over his French passport. The immigration officer looks at the passport and looks at the man. What's he wearing? An English football shirt. Just doesn't match, does it? A Frenchman wearing an English football shirt? C'mon! Turns out this guy – this not so clever guy – well, he forged the passport – it was a fake. And, by all accounts, he missed the game. The Cypriot police have locked him up.

**NEWSREADER 2** Stealing things – it sure makes you hungry. Here's a story of a young man who brings new meaning to the term 'serial offender'. This 16-year-old was skipping class at high school and paying regular visits to a family home – not his family. The homeowner says he doesn't have a key to his own house so leaves it unlocked every day. So our 16-year-old truant gets into the habit of dropping in for some breakfast cereal and milk – not just once, but on a number of occasions. And it was all going well until he logged himself on to Facebook with the family's iPad ... and forgot to log himself out! So our young 'cereal offender' got caught and has been detained in a local facility for young criminals.

**NEWSREADER 3** Ever done the pocket-dial thing? It can be a bit embarrassing. It can also get you arrested! See, this couple thought they were being very smart. They allegedly went to a supermarket and stole a whole heap of video games and DVDs. They had this great plan to pawn them for cash at the local pawnshop. Trouble is, when they were making their getaway, they pocket-dialled emergency services. I mean, they thought they were pretty smart – boasting about how the operation had gone so smoothly and how much cleverer they were, compared to other thieves. They also talked about where they were going to sell their ill-gotten gains. Of course, what they didn't realise was that an emergency services operator could overhear the whole thing and noted down all the details. So when they got to the pawnshop, guess who was waiting? The police, of course, with the handcuffs ready!

**NEWSREADER 4** Let me tell you about John Parsons – that very rare thing, an honest fraudster. And I have to say, Mr Parsons is extremely creative – ingenious, you could say. He was stuck in a high-security facility all nice and safe. Someone manages to smuggle in a mobile phone for him. Now, Mr Parsons gets busy and creates a fake web domain, and from this domain he emails a release form to officials – for his very own release! So out of jail he walks – a free man – and the officials don't discover his clever little scheme for another three days. But this is where the fraudster turns into an honest man – he hands himself in. Or maybe life was boring on the outside. Anyway, he's back inside serving his 15 years for numerous counts of fraud. But even lawyers and judges agree, John Parsons is nobody's fool!

**NEWSREADER 5** Now here's a good story. You could say that it's un-bee-lievable! Police are on the hunt for a ... I guess you could call him a 'would-bee burglar'. Last Thursday night he was having a go at stealing some bits and pieces from a shed in the Jesmond Dene area. So he was busy opening all these boxes, looking for some interesting items to steal. And one of the boxes contained something with a very interesting ... buzz. Inside was a hive of bees! Police are pretty sure our burglar won't have got away without a whole host of bee stings. So police want to know if there are any medical professionals or chemists out there who've treated someone with bee stings. Not very common in these winter months.

**CO-PRESENTER** What you might call a ... bumbling crook!

- d  **2.39** Play the recording again. Students summarise how the criminals were caught or how the police hope to catch the criminals. They compare answers in pairs. Check answers as a class.

## Suggested answers

- 1 An immigration officer noticed that a man with a French passport was wearing an English football shirt. The passport was a fake.
- 2 A 16-year-old regularly missed school to have breakfast in an empty house, but one morning he logged himself on to Facebook with the family's iPad and forgot to log himself out.
- 3 The criminals pocket-dialled the emergency services and the operator overheard their conversation. The police were waiting for them at the pawnshop where they were planning to sell the stolen goods.
- 4 Prisoner John Parsons managed to get somebody to bring him a mobile phone in prison and emailed a release form to officials and got himself released, but handed himself in after a few days.
- 5 A burglar opened a box containing bees. The police hope that medical professionals or chemists will let them know if they have treated someone for bee stings, which is very unusual in the winter.

## VOCABULARY SUPPORT

*wouldn't be seen dead doing sth* – (informal) would never do something because it is too embarrassing

*a whole heap of* – (informal) a lot of

*ill-gotten gains* – (literary / informal) money or goods obtained in a dishonest or illegal way

*nobody's fool* – a clever person who is not easily tricked

*a whole host of* – a large number of

*bumbling* – clumsy and disorganised, with no skill

## e Language in context *Crime*

Ask students what *them* is in 3 (videos and DVDs). Ask what could be a synonym of *pawn* (sell). Say that *pawn* is a little different from *sell* and ask what an alternative to selling stolen goods could be. Ask students to go through the words and try to work out the meanings. Encourage them to look at the audioscript on SB p.181. Tell them to check their ideas in a dictionary.

### Answers

*forge*: make an illegal copy of something in order to deceive

*detained*: be forced to stay in a place by officials

*pawn* (v.): leave a possession with a pawnbroker in return for money

*handcuffs*: two metal or plastic rings joined by a short chain that lock around a prisoner's wrists

*smuggle*: take things to or from a place illegally

*hand yourself in*: voluntarily go to a police station and admit to a crime

- f Ask students: *How do prisoners communicate with one another?* (cell phones). Elicit the joke (*cell* = a room for a prisoner) and say that this kind of joke is a pun. Elicit that a pun is a humorous use of a word or phrase that has several meanings or that sounds like another word. Ask students to find the two puns in the headlines in 4b. Tell students to work in pairs, each choose a different one of the puns and explain it to their partner. Check answers as a class.

### Answers

The two puns are in these headlines:

*Cereal offender*: *cereal* sounds like *serial*. *Serial* is used to refer to a person who repeatedly commits crimes. The offender regularly went into an unlocked house and ate breakfast cereal.

*Would-bee burglar*: *bee* sounds like *be*. *Would-be* means wanting or trying unsuccessfully to be. The burglar wanted to steal things from a shed but was attacked by bees when he opened a hive he thought was a box.

### 💡 EXTRA ACTIVITY

Ask students if they noticed two other puns in the listening about the 'Would-bee burglar'. Elicit that the *be* in *unbelievable* sounds like *bee* and that the newsreader emphasised the second syllable, breaking the word up into three parts *un - bee - lievable*. Also elicit that *bumbling in a crook* means *confused and showing no skill* and that a bumble bee is a type of bee. Tell each joke in turn and ask students to tell you what the pun is.

*I'd tell you a chemistry joke but I know I won't get a reaction.*  
(*reaction* = response / chemical process)

*The bee got married because he found his honey.* (*honey* = what bees make / person you love)

*I knew sign language would be handy.* (*handy* = using hands / useful)

*I used to be a banker but I lost interest.* (*interest* = money / motivation)

*Police were called to the kindergarten because a small child was resisting a rest.* (*a rest* / *arrest*)

- g 🗨️ Ask students if they have ever had an embarrassing pocket-dial situation. Put students into groups to discuss the questions. Take feedback as a class.

## 5 SPEAKING

- a 🗨️ Elicit the different types of punishment and rehabilitation students studied in Vocabulary Focus 5A on SB p.162, e.g. *to charge someone an amount of money as a punishment for not obeying a rule or law* (fine).

Tell students to work in pairs and decide on a suitable consequence for each person, discussing whether there is any further information they would need in order to make a judgement.

- b 🗨️ Ask pairs from 5a to work in groups of four to compare and agree on consequences for each person. Take feedback as a class.

### 💡 EXTRA ACTIVITY

Books closed. Read out this situation to the class:

A man's wife is dying but there is one very rare drug that can save her. One chemist on the remote island where they live has the drug. He paid \$400 for it but sells it for \$4,000. The sick woman's husband, Heinz, has been to everyone he knows to borrow the money but he can only get \$2,000. Heinz tells the chemist that his wife is dying and asks him to sell it to him at a cheaper price or to let him pay later, but the chemist refuses. Heinz is considering breaking into the shop to steal the drug for his wife.

Ask students to discuss Heinz's dilemma. Would stealing the drug be justified in this case and if Heinz is caught, what punishment should he get?

### ADDITIONAL MATERIAL

- ▶ Workbook 5A
- ▶ Photocopiable activities: Grammar p.209, Vocabulary p.229, Pronunciation p.260

# 5B It's essential to have the right qualifications

### 💡 OPTIONAL LEAD-IN

Books closed. Tell students to write all the letters from A to Z in a column in their notebooks. Ask students to name a job which begins with A, e.g. *accountant*, then B, e.g. *builder*. Give students three minutes to try and complete the list with a job for each letter of the alphabet. Put students into pairs to compare lists. Tell them to choose two jobs from the list which they would like to do and two jobs which they definitely wouldn't want to do and to explain their choices. Students then compare their lists and ideas as a class.

## 1 LISTENING and VOCABULARY

### Employment

- a 🗨️ Say: *Most people want to earn as much money as possible while doing as little as possible.* and ask students if they agree. Put students into groups to discuss the questions. Take feedback as a class.

At the end of this lesson, students will be able to:

- Listen and relate to people discussing employment issues
- Use word stress accurately and distinguish between words which have a different stress according to their part of speech
- Read and discuss employment terms and conditions using a range of words and expressions connected with employment
- Use a range of forms for willingness, necessity and obligation
- Discuss the advantages and disadvantages of different job opportunities

- b 🎧 2.40 Ask students to speculate about what kind of work the people in the pictures might be doing. Play the recording. Tell students to listen and answer the question. Check answers as a class.

### Answers

Mike works in a café but wants to work in conservation.  
Olivia wants to work in sustainable tourism.  
Andrew works in investment banking, in the financial sector.  
Karen works in retail.

### Audioscript

**MIKE** Well I actually studied biology at university and er ... I've always wanted to get into conservation work. Er ... And I've been trying to get work on nature reserves, in order to gain practical experience. And the trouble is I can't find a job with a paid salary – there's too many people these days who are willing to work on a voluntary basis so, er ... so at the moment what's happening is I'm volunteering at weekends and I'm working in a café during the week, in order to make ends meet and pay the bills.

**OLIVIA** I left college in June and have a degree in tourism. Since then I've been applying for many jobs in sustainable tourism, for example, y'know, ecotourism. That's what really interests me and I'm very passionate about. But unfortunately in this current climate, it's very difficult to get a job. Unfortunately, the last job I applied for had 200 applicants, and I got on a shortlist of 10 but, er ... in the end I didn't get it. The only way to gain experience nowadays seems to be to do an internship – but instead of them paying us, we have to end up paying them for this privilege!

**ANDREW** I applied for a job in investment banking straight after I left university. Er ... my background is economics and business. I was lucky because I was immediately offered jobs by three different companies and I decided that I would go for the job that I deemed to be most interesting. Um ... I managed to negotiate a higher salary than they were offering and since then I've been working very hard indeed, in order to prove myself – as there have been a lot of redundancies in the financial sector recently. And I certainly want to make as much money as possible while I can.

**KAREN** I left school um ... at 16, and I went straight to do an apprenticeship in retail. Um ... unfortunately, by the time I finished my apprenticeship a lot of people were made redundant and they couldn't keep me on. So I was unemployed for probably about two years ... But, er, eventually I found a job in this large store selling sports equipment, which I'm still there, I'm working shifts. I work morning shifts, afternoon, and evening shifts. Um ... I get paid by the hour so I try to get as many shifts as possible – so if I'm lucky I can get a double shift and work er ... around 40 hours a week, maybe. But more often it's only around 10–15 hours a week ... and that's hardly enough to live on.

- c** **2.40** Tell students to try and match the statements with the speakers before they listen. Then play the recording again for students to check their answers. Check answers as a class.

#### Answers

- 1 Andrew 2 Mike, Olivia, Karen 3 Mike, Olivia 4 Mike, Olivia  
5 Karen

### VOCABULARY SUPPORT

*shortlist* – a list of candidates competing for a job, chosen from a longer list

*the current climate* (C2) – the general (economic/political) situation at present

*prove yourself* – show that you are good at sth

*keep sb on* – (informal) continue to employ somebody

- d** Ask if recent graduates like Mike and Olivia are often unrealistic about what to expect from the job market. Put students into groups to discuss the questions. Take feedback as a class.

### EXTRA ACTIVITY

Put students into groups to discuss what kind of problems these people face in the job market and what can be done to help them: immigrants, women, disabled people, ex-prisoners, people near retirement age. Take feedback as a class.

- e** Put students into groups to discuss the questions. Take feedback as a class.

#### Answers

- 1 *sector*: one of the areas into which the economic activity of a country is divided
- 2 Students' own answers
- 3 Suggested answers: educational, entertainment, private, service

### FAST FINISHERS

Ask fast finishers to list the sectors in order of their contribution to their country's economy.

- f** Go through the words in the box with students to find the verb forms and adjectives. Check answers as a class.

#### Answers

verb forms: finance; construct; publicise; manufacture; transport; energise; industrialise; retail  
adjectives: financial; agricultural; public; manufacturing; industrial

### CAREFUL!

A common mistake students make is to use the wrong form of these words in the box in 1e: ~~concentrate our finance resources on this challenge~~. (Correct form = **concentrate our financial resources on this challenge**.); ~~the constructing of the metro~~. (Correct form = **the construction of the metro**.). Some students also mistakenly use *public* when *audience* and *state* are correct: ~~Italian soap operas have gained a wide public~~. (Correct form = **Italian soap operas have gained a wide audience**.); ~~a substantial gap between public and private education~~. (Correct form = **a substantial gap between state and private education**).

- g** **2.41** **Pronunciation** Play the recording for students to match the words with the stress patterns. Play the recording again. Pause after each sentence and ask students to say whether the word in bold is a noun or verb. Then drill the words according to whether they are a noun or verb. Elicit the answer to the question and ask students what other noun/verb pairs they can think of, e.g. *finance*.

#### Answers

b transport a Transport  
The stress is on the first syllable in the noun and on the second syllable in the verb.

- h** **2.42** Play the recording. Tell students to write a or b in the tick boxes according to whether the sentence contains the word used as a noun or as a verb. Check answers as a class.

#### Answers

- 1 a noun b verb 2 b noun a verb 3 a noun b verb  
4 b noun a verb 5 a noun b verb

### Audioscript

- 1 a There's been an increase in employers offering apprenticeships.
- 1 b The number of employers offering apprenticeships has increased.
- 2 a We import most of our stock from China.
- 2 b The majority of our products are Chinese imports.
- 3 a Her attendance record is spotless.
- 3 b Line managers have to record any absences.
- 4 a We don't export anything at present.
- 4 b Exports are lower than expected this year.
- 5 a When are you getting a new contract?
- 5 b We need to contract a number of short-term staff.



### LOA TIP DRILLING

- A stressed syllable is louder, longer and higher in pitch. A good way to demonstrate this is for students to hum the word because then they are focusing purely on pronunciation.
- Hum *transport* as a noun, *HUMhum*, for students to repeat. Do the same with *transport* as a verb, *humHUM*. Repeat with more words from 1g and 1h. Put students into pairs to hum the words as nouns and verbs. Monitor and check students are stressing the correct syllable, using all three features: loudness, length and pitch.
- Then drill the words with sounds rather than humming, e.g. *finance* and *finance*, and check students maintain the distinction in stress.



### EXTRA ACTIVITY

Put students into groups to think of more words where the word is written the same but the different parts of speech change the pronunciation, e.g. *read* /ri:d/ infinitive and /red/ past tense; *house* /haʊs/ noun and /haʊz/ verb; *aged* /eɪdʒd/ adjective and /eɪdʒd/ verb. See which group has the most words and write all the words with their pronunciations on the board.

- i Give examples of your own family and friends first. Put students into groups to discuss the questions. Take feedback as a class.

## 2 SPEAKING

- a Ask students to tell you some of the terms and conditions in their jobs or in jobs they would like to do, e.g. *holiday arrangements*. Tell them to read the list and tick the ones they actually have in their job. Pre-teach *sabbatical* (a period of time when college or university teachers are allowed to stop their usual work in order to study or travel, usually while continuing to be paid). Put students into groups to discuss the questions. Take feedback as a class.



### FAST FINISHERS

Point out *paternity* and *maternity* and ask fast finishers to write down as many male/female word pairs, e.g. *waiter/waitress*, as they can while the others are finishing.

#### Suggested answers

bridegroom/bride, hero/heroine, lion/lioness, nephew/niece

- b Ask students how performance-related pay could work in a café. Put students into groups to discuss terms and conditions for the two businesses. Take feedback as a class.

## 3 READING and SPEAKING

- a Books closed. Ask students to make a list of very well-paid jobs and compare with a partner. Books open. Students see if bomb disposal diver and butler are on their lists. Ask students to read the headings and look at the photos. Put students into groups to discuss what they think each job involves. Take feedback as a class. Students then read to check. If necessary, pre-teach *ordnance* (military supplies, especially weapons and

bombs), *run errands* (go out to buy or do something) and *scout out* (try to find something by looking in different places). Check answers as a class.

#### Suggested answers

Bomb disposal diver: safely recovering or disposing of unexploded bombs on the seabed

Private butler: providing a personal service for a very wealthy individual by doing anything the employer wants done at any time

- b Ask students for obvious differences, e.g. there is personal risk as a bomb disposal diver. Put students into groups to discuss the similarities. Take feedback as a class.

#### Suggested answers

lack of privacy: a diver has to live with five to ten people in close proximity for a month or longer and a butler has to live in someone else's home most of the time

risks and danger: physical risks and danger for the diver, though the long hours and the danger of suffering from isolation could adversely affect the butler's health

working hours: unpredictable for both. A diver works to a narrow timescale and only works two months out of three but a butler works long hours and can be asked to do anything at any time. qualifications and training: essential for a diver, but only advisable for a butler

getting on with other people: essential for both. A diver has to live in close proximity with lots of other people and a butler has to enjoy looking after others and be able to deal with all sorts of people.

impact on family life: negative for both. A diver is away from home for at least six months of the year and it's difficult for a butler to have their own family life.

- c Ask students whether they think these jobs are more suitable for men than women, vice versa or it doesn't matter. Put students into groups to discuss the questions. Take feedback as a class.



### EXTRA ACTIVITY

Put students into groups. Half the groups should think of five job interview questions to ask potential bomb disposal divers; the other groups should think of five interview questions to ask potential private butlers. Students from different groups pair up and answer each other's questions as if they were candidates.

## 4 GRAMMAR

### Willingness, obligation and necessity

- a Tell students to read the examples from the texts and tell you the different implications of *must* and *should*, and *must* and *have to*.

#### Answers

a yes – *should* means desirable but not obligatory

b no – both are obligations

*must* describes a rule

*have to* describes a necessary part of the job (not a rule but living conditions, which are a necessary part of the job)

- b Tell students to complete the sentences and then check in the texts.

#### Answers

1 expect you 2 a mandatory requirement 3 be required

4 be called on 5 It's advisable 6 It's essential 7 be obliged

- c Put students into groups to discuss the questions. Check answers as a class.

#### Suggested answers

- 1 You will have to have diving qualifications.
  - 2 You must / have to have these qualifications.
  - 3 You must / have to have an explosive ordnance disposal qualification.
  - 4 A private butler must / has to be ready to do anything.
  - 5 You should do a course at a training college.
  - 6 You must / have to have an eye for detail.
  - 7 They may have to work for people who aren't always nice.
- 2 The expressions are more precise and allow a variety of subjects and structures.

- d **2.43-2.44** Students read the information in Grammar Focus 5B on SB p.147. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.61.

#### Answers (Grammar Focus 5B SB p.147)

- a 2 against 3 obliged 4 had to 5 ought  
6 was supposed to
- b 2 I have no objection to waiting until the end.  
3 I'm afraid I/we have no choice but to cancel the trip.  
4 It is forbidden (for members of the public) to go beyond this point.  
5 It is up to you when you leave.  
6 Gerald has got to attend the meeting.
- c 1 have no choice but to 2 have nothing against  
3 be willing to 4 be prepared 5 be under no obligation to  
6 be up to 7 ought to

#### EXTRA ACTIVITY

Put students into pairs, A and B. Student A thinks of a job, e.g. *night nurse*, and makes a statement about it using the grammar for obligation and necessity, e.g. *You are required to work at nights.*, and Student B has to guess the job. If Student B doesn't guess, Student A says another statement about the job, e.g. *A university degree is a mandatory requirement.* They continue keeping a score of the number of statements until Student B guesses the job. They then swap roles. The student who guesses the job after the fewest statements wins.

## 5 READING and SPEAKING

- a Divide the class into pairs and assign A and B roles. Student As read the text on SB p.129 and Student Bs read the text on SB p.130. They prepare to tell their partner about the main points in each section. Monitor to check students understand what they have to do, and look out for any problems and clarify these before the pairwork stage. Encourage student to guess the meaning of unfamiliar words and then check in a dictionary. Use the Vocabulary support box to help with more idiomatic phrases. Tell students to go back to SB p.61.

#### VOCABULARY SUPPORT

*stand up to sth* – not be damaged by something, e.g. an attack  
*not come the traditional route* – reach a position of employment without the typical qualifications/background of people in that position

*stay on top of sth* – remain in control or up-to-date with e.g. work, developments, etc.

*out of place* – not fit your surroundings

*read people* – know, by observing them, what people are thinking or will do next

*label sb* – categorise somebody in a simple, negative way, usually unfairly

- b Put students into Student A and Student B pairs to exchange information about the jobs they read about.
- c Put students into groups to discuss the questions. Take feedback as a class.
- d Ask students to use these phrases to talk about teaching, e.g. *It's essential to be able to communicate well.* Put students into groups to describe the requirements of their own job or a job they would like to do and to answer the question. Take feedback as a class.

#### EXTRA ACTIVITY

Tell students to write a job description for their job or job they would like to do, using the ideas they have just talked about. Tell them to divide the description into categories like working hours, holiday, dress code, etc. and write ideas in each category.

## 6 SPEAKING

- a Ask students if they personally know anyone who does any of these jobs and what that person thinks about the job. Put students into pairs to choose a job, say what its value is and give a salary based on the criteria suggested.
- b Put students into groups of five, ideally made up of students who chose different jobs in 6a. Students discuss how to divide the fund between the four jobs. Groups then present their decision to the rest of the class and answer any questions other students may have.
- c Tell students to go to SB p.137 to find the average salaries in the UK for the jobs in 6a. Students compare the figures with the salaries they suggested in 6b.

#### EXTRA ACTIVITY

Put students into groups and ask them to think of cynical interpretations of typical requirements given in job adverts, e.g. *a driving licence is an advantage* (you will be expected to drive all over the place and not get paid for it). Ask groups to tell the class their requirements and interpretations.

#### ADDITIONAL MATERIAL

- Workbook 5B
- Photocopiable activities: Grammar p.210, Vocabulary p.230

# 5C Everyday English

## If I remember rightly

At the end of this lesson, students will be able to:

- use conversation strategies for talking to new people
- use contrastive stress to highlight meaning
- recount a story of injustice using functional language for recalling and speculating

### OPTIONAL LEAD-IN

Books closed. Ask students how successful these opening lines would be when you want to get to know a complete stranger in a café:

*Do you come here often?*

*Haven't we met before?*

*What's a nice person like you doing in a place like this?*

*It's a nice day, isn't it?*

*Could you pass me the sugar, please?*

Put students into (mixed-nationality) groups to discuss the question: *In your country and culture, in what circumstances, if any, would it be acceptable to approach a stranger and start a conversation?*

## 1 LISTENING

**a** Ask students which of these people they would find it hardest to have small talk with: their boss, someone sitting next to them on the train, an ex-boyfriend/ex-girlfriend, a distant relative, their bank manager. Put students into groups to discuss the questions and read the strategies. Take feedback as a class.

**b** **2.45** Ask students how Sara managed to organise a meeting with Max (Alex gave her Max's phone number). If you have the video, play it without sound and see if students can see which strategies Sara uses based on her body language. Play Part 1 of the video or the audio recording. Students name strategies from 1a and give specific examples using the audioscript on SB p.181. Check answers as a class.

### Answers

- b I'm such a fan of your work!  
 c You're staying with Emma at the moment, if my memory serves me correctly?  
 e I know how busy you must be. Oh no! That must be tough. Yeah, I suppose.

### Videoscript/Audioscript (Part 1)

- SARA** Hi, Mr Redwood? I'm Sara Neroni.  
**MAX** Hello. Just call me Max. Nice to meet you!  
**S** Nice to meet you, too. Coffee?  
**M** Oh, yes, please.  
**WAITRESS** Two coffees.  
**M** Thanks.  
**S** I am such a fan of your work! Thank you for agreeing to meet me like this.  
**M** Well, I try to find time for my fans. I'm just sorry we couldn't meet up sooner.  
**S** That's fine. I know how busy you must be.  
**M** Yeah. So, er, you work with my sister's boyfriend Alex?  
**S** Yes, that's right. You're staying with Emma at the moment, if my memory serves me correctly?  
**M** Just on a temporary basis, till I get my own place.  
**S** It must be a bit hard to write, stuck in her flat?  
**M** Well, I'm not actually doing any writing at the moment.  
**S** No?  
**M** No. To be honest, I think I've got writer's block. But hopefully, I'll snap out of it soon enough.  
**S** Oh no! That must be tough.  
**M** Well, we all have our ups and downs, I guess.  
**S** Yeah, I suppose.

### FAST FINISHERS

Ask fast finishers to find these phrases in the audioscript on SB p.181 and say if they are formal (F) or informal (I): *Just call me Max.* (I); *Thank you for agreeing to meet me like this.* (F); *I guess* (I). Then ask students to make the formal phrases more informal and vice versa (You can call me Max; It's great you can meet me; I imagine).

**c** Ask students which strategies Sara doesn't use (a, d), and why. Put students into pairs to discuss what they think the impact of the ones she does use will be. Take feedback as a class.

### d Language in context Temporary states

- 2.46** Tell students to match the beginnings and endings to make phrases. Play the recording for students to check their answers.
- Ask students to match the phrases with their meanings. Check answers as a class.

### Answers

- 1 a 2 b 3 c 1  
 2 a ups and downs b snap out of it c on a temporary basis

### EXTRA ACTIVITY

Tell students that *ups and downs* is an idiom that uses a metaphor of life as a journey. Ask students to use a dictionary to find other idioms which use the same metaphor of life as a journey, e.g. *go off the rails* (start behaving in a way that is not generally acceptable, especially dishonestly or illegally); *the end of the road* (the point at which it is no longer possible to continue with a process or activity).

**e** **2.47** Ask students to predict the answers to questions 1–3 before they listen. Play Part 2 of the video or the audio recording for students to check. Check answers as a class.

### Answers

- crime fiction
- writing another book / a sequel
- Oscar hadn't even opened Max's book

### Videoscript/Audioscript (Part 2)

- SARA** It must be really difficult writing science fiction.  
**MAX** I suppose so. I reckon I should've been a crime writer.  
**S** Yeah?  
**M** When your detective solves the murder, you just invent another murder, and then away you go.  
**S** I never thought of it like that!  
**M** Not so easy with science fiction. I think I've said everything I wanted to say in my first book.  
**S** Oh? I was under the impression that you were writing another book?  
**M** No. No doubt you heard that from that guy from the radio interview.  
**S** Oscar.  
**M** Yeah. Him. What stands out in my mind most is that that interview was a total disaster! I'd hazard a guess that he hadn't even read my book.  
**M** Hadn't even opened my book. Otherwise he wouldn't have asked about a sequel!  
**S** Hm ...

## 2 PRONUNCIATION Main stress

- a 2.48 Say to students: *Max is a writer. He's a science-fiction writer.* Write the two sentences on the board. Ask students which words have the main stress in each sentence. Ask students why *writer* does not have the main stress in the second sentence (we already know this information). Play the recording. Tell students to listen to Max's lines and say why the main stress changes to a different word.

### Answer

Because the information stressed in the first line is no longer new in the second line, the stress switches to what is new.

- b Ask students to choose the correct word to complete the rule. Check the answer.

### Answer

new

- c 2.49 Students underline the main stress. Play the recording for students to listen and check. Then drill the sentences and ask students to practise saying them.

### Answers

- a It's dangerous enough being a diver.  
b let alone a bomb disposal diver!
- a I don't think wealth distribution in this country is fair –  
b quite the opposite of fair, in fact.
- a I haven't got the right qualifications –  
b in fact, I've hardly got any qualifications!
- a Halden is more than just a prison –  
b it's the world's most humane prison.

## 3 LISTENING

- a 2.50 Ask students to predict what could go wrong with Sara's meeting with Max. Play Part 3 of the video or the audio recording. Students answer the question. Check as a class.

### Answer

She tells him she's a journalist and mentions the possibility of another interview.

### Videoscript/Audioscript (Part 3)

- MAX** Still, enough about me. What about you? Presumably, you're a technician, like Emma's boyfriend, right?
- SARA** Well, I'm not actually ...
- M** Oh. I think I remember Emma saying that her boyfriend's a technician at *City FM*.
- S** Yes, he is. But I'm a journalist, myself. Sorry.
- M** Oh. I see. Emma didn't mention that. I thought you were just a fan. I didn't know you were a journalist.
- S** Suppose you'd known, would you still have agreed to meet with me?
- M** Well, not after that interview with Oscar *whatsisname!*
- S** So, I suppose another interview would be out of the question.
- M** Time to go!
- S** I'm sorry! It's just that I'm a really big fan, and I really need this break. I just didn't know how else to ... Look, I've read your book and I absolutely love it. And I get that there simply can't be a sequel – after all, time does stand still at the end, doesn't it?
- M** Right.
- M** Look, I might consider doing another interview.
- S** You would?
- M** But I need to have a think about it. Let's meet up again soon to talk some more?
- S** Oh, fantastic! Thank you so much! When are you free?

- b 2.50 Play Part 3 of the video or the audio recording again. Students answer the questions. Check answers as a class.

### Answers

- a technician
- because of his interview with Oscar
- she's a really big fan; she needs this break

- c Put students into pairs to discuss the question. Take feedback as a class.

### Suggested answer

Because Sara shows she's read his book and understands that there can't be a sequel.

## 4 USEFUL LANGUAGE

### Recalling and speculating

- a 2.51 Tell students to complete the expressions. Then play the recording for students to check their answers.

### Answers

- 1 serves
- 2 under
- 3 doubt
- 4 stands
- 5 hazard
- 6 Presumably
- 7 remember
- 8 Suppose

- b Before students categorise the expressions, make sure they understand *recalling* and *speculating*. Ask: *What is a synonym of 'remember'?* (recall) *What is a synonym of 'guess'?* (speculate). Students answer the questions. Check answers as a class.

### Answers

recalling events: 1, 4, 7  
speculating: 3, 5, 6, 8  
both recalling events and speculating: 2

- c 2.52 Ask students to read the conversation and find out what the speakers decide to do (go on holiday together). Tell students to find the five mistakes. Then play the recording for students to check their answers.

### Answers and audioscript

- A** So when are you starting your new job? I was under the impression that you were starting next week.
- B** Oh, no. That would be too soon. I need a holiday first!
- A** But, if my memory serves me correctly – you went to Spain last month for a long weekend, didn't you?
- B** Who told you that?! I'd hazard a guess it was that sister of mine!
- A** Yeah, I think I remember her saying something along those lines.
- B** Well, you can't have too much of a good thing, can you? Presumably you need a holiday too. Why don't you come with me?
- A** Well, I can't remember the last time I had a break. Why not?

- d Put students into pairs to act out the corrected conversation. Then ask them to swap roles and practise the conversation again. Books closed. Ask students to see if they can act out the conversation from memory.



## LOA TIP REVIEW AND REFLECT

- Regular informal tests of new language allow students to see how much they've learned and how they can make more progress.
- A week after this class, dictate the conversation in 4c to students, leaving gaps for students to complete the expressions: *I was \_\_\_\_\_ that you were starting next week* (under the impression); *if \_\_\_\_\_ correctly* (my memory serves me); *I'd \_\_\_\_\_ it was that sister of mine* (hazard a guess); *I think I \_\_\_\_\_ something along those lines* (remember her saying); \_\_\_\_\_, *you need a holiday too* (Presumably). Students write out the complete conversation and check with a partner.
- Then check answers as a class and ask students which expressions they couldn't fill in or filled in incorrectly. Ask students how they could learn these expressions better, e.g. write each expression on a sticky note and stick it on their fridge.

- e Tell students to complete the sentences individually. Then put them into pairs to tell their partner about their first day at school or their first day in a job. Take feedback as a class.

- f Put students into groups to discuss the questions. Encourage them to use the new expressions in 4a. Take feedback as a class.

## 5 SPEAKING

- Divide the class into pairs and assign A and B roles. Student As read their first card on SB p.135 and Student Bs read their first card on SB p.137. Tell Student As to start the conversation. Students then read their second cards. If necessary, pre-teach *bump into sb* (C1) (meet someone you know when you have not planned to meet them). Tell Student Bs to start the conversation. Monitor and make sure students are using the language for recalling and speculating.

### ADDITIONAL MATERIAL

- ▶ Workbook 5C
- ▶ Photocopiable activities: Pronunciation p.261
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 5D Skills for Writing

It's a way of making the application process more efficient

At the end of this lesson, students will be able to:

- listen to and discuss the relationship between job applications and social media
- write more coherent paragraphs using linking words and phrases
- write an opinion essay on an employment issue



### OPTIONAL LEAD-IN

Books closed. Ask the class which of these would be valid reasons for firing someone: their partner works for a major competitor; they are looking for another job; they won't do overtime; they have been prosecuted for tax evasion; they have a lot of sick days.

## 1 LISTENING and SPEAKING

- a Ask students if employers/teachers should care what employees/students do in their personal life. Then put students into groups to discuss the questions. Take feedback as a class.
- b Ask students to read the posts and say which one would concern an employer the most. Put students into groups to discuss their reactions. Take feedback as a class.
- c Put students into groups to discuss the questions. Take feedback as a class.
- d **2.53** Ask students if employers would be suspicious of anyone who doesn't use social media today. Then play the recording. Tell students to listen and compare the speakers' experiences. Check answers as a class. Use the Vocabulary support box to help with vocabulary as necessary.

### Answers

- Mario's interviewer asked for log-ins to all his social media (not just professional). He refused them the information and decided that he didn't want to work for the company.  
Laila's interviewer asked to friend her so that he could have access to all her personal information and postings. Her interviewer was impressed by her profile and she got the job.
- Mario thinks that there are privacy concerns if a company accesses an applicant or employee's private social media, and he doesn't think employers should do this.  
Laila thinks that employers should be able to access private social media, and is relaxed about sharing information. She thinks you should present yourself in a good light on social media, and that it works to your advantage if an employer sees positive things about your life.

### Audioscript

**MARIO** I saw this really interesting job ad online – working in marketing for an IT company. It's a bit like my current job, but there were opportunities in the new job for more travel and I thought, 'Why not give it a go and apply?' I sent in my CV and got offered an interview immediately. I thought, 'Great!' So I had this interview with an HR person. To start off with, it went really well. She told me she was impressed by my CV, and I could feel that I was giving her the answers she wanted to hear. Y'know, you just get a sense of whether a job interview is going well or not. Then, after about half an hour,

this HR woman said, 'Oh, and of course we'll need log-ins for all the social media you use.' And I replied, 'Oh, you mean the professional one?' And this kind of suspicious look crept across her face and she said, 'No, I mean all social media.' I was truly shocked – I was completely lost for words. For a minute I just sat there and didn't say anything. Eventually she asked, 'Is there a problem?' At which point I said that I didn't really think it was appropriate for a company to access private social media. Then there was this stony look in her eyes and she said, 'All staff are required to provide access to the social media they use.' I'm afraid I couldn't help myself and I said that I felt they were overstepping a boundary by asking me for this, and there were really privacy concerns. But she didn't back down. She said that the company expects access to social media, particularly of marketing staff. She said that it's essential that we project a positive image at all times – both in person and online. Well, I don't want my private life to be controlled in this way. And besides, I've heard of people getting sacked for making 'inappropriate comments' about work – but of course, it's always the company that decides what's inappropriate or not. So, in the end, I politely told this woman that I wouldn't feel comfortable working for her company and quickly left. I mean, I know everyone's life is more out there and online these days, but, demanding to see my social media – that's just a bit too Big Brother-ish for my liking.

**LAILA** I read this article the other day about people being surprised or shocked because prospective employers expect access to applicants' social media. I was a bit surprised by this article myself – surprised, because I thought, 'What do people expect in this day and age?' We live so much of our lives online and it's such a public thing so, I don't really see a problem with employers having a look at my social media postings. In fact, this happened to me a couple of months ago. I applied for a job as an account manager at an advertising agency. During the first interview, the guy who's now my boss asked if he could friend me and I agreed immediately – in fact, we sorted this out during the interview. This meant he could read through all my personal information and postings. He called a couple of days later to say I'd got the job. And, do you know what swung it in my favour? He really liked my way of presenting myself online, and he was impressed by the sports training and charity work that I do in my free time. He also thought my pet cockatoo was very cool! So really, why wouldn't you want to give a prospective employer this kind of access? I really think it's advisable to do so. Of course, if you've posted material that puts you in a bad light, then I can see why you wouldn't. But in that case, the real issue is the way you use social media. I think that people tend to forget that just about anything you post online can be accessed in one way or another – so if you don't want people to read it, then don't post it. Social media are so much a part of my life and I feel completely relaxed about sharing information. I do think carefully about the way I present myself, but no more carefully than I would if I walked into a room full of people I don't know. It's the same thing – what's the difference?

### VOCABULARY SUPPORT

*creep across* – gradually start to appear

*be lost for words* – so shocked you cannot speak

*stony* – unfriendly, hostile

*overstep a boundary* – behave in an unacceptable way

*back down* – withdraw from an argument, admit defeat

*Big-Brother-ish* – referring to authorities that use surveillance and censorship to control people

*friend sb* – become somebody's friend on social media

*swing it in sb's favour* – successfully influence a positive outcome for somebody

*put you in a bad light* – make you look bad in some way

- e  Tell students to tick the opinions they agree with and then compare with a partner. Take feedback as a class.

## 2 READING

- a Ask students if they know any recruitment websites and how effective they are for employers and/or employees. Tell students to read the essay and answer the questions. If necessary, pre-teach *trawl* (search among a large number or many different places in order to find people or information you want). Check answers as a class.

### Answers

- 1 It makes the application process more efficient and allows them to filter out unsuitable applicants. (They aren't breaking any laws and the information is freely available.)
- 2 Companies look for negative information about applicants rather than getting a balanced general impression; they may be judged on the behaviour of their friends and family; employers may discriminate against them on factors such as their medical history or age.
- 3 The writer thinks it is unfair for employers to judge an applicant's suitability solely on the basis of their social media postings; employers shouldn't actively seek negative information; the system creates opportunities for employers to discriminate; there should be guidelines or laws to restrict the research employers can do, and checks need to be made that their decisions are fair and transparent.

- b  Put students into groups to discuss the questions. Take feedback as a class.

## 3 WRITING SKILLS Essays; Linking: addition and reinforcement

- a Ask students to look at the descriptions and say what the logical order would be. Then tell students to match the descriptions with the paragraphs in the essay. Check answers as a class.

### Answers

2, 4, 3, 1

- b Write these opening sentences on the board and ask how effective they are: *Social media sites began to get popular in the 2000s.* (ineffective, historical perspective is irrelevant); *Everybody knows that social media is bad news for applicants.* (ineffective, too early to give an opinion and too informal). Ask students to read the strategies and say which are effective, and why. Check answers as a class.

### Answers

c, d

b, c, d because it's good to create interest (b, c) and introduce an issue objectively (d), but not stating an opinion before presenting the arguments isn't logical

### EXTRA ACTIVITY

Ask students to write an alternative first sentence to start the essay, using strategies b, c or d. Put students into groups to compare their sentences and choose the best one to read out to the rest of the class.

- c Ask students to read the strategies and say which are used in this conclusion, which are generally appropriate and why. Check answers as a class.

### Answers

a, b, c

a, b, c because the conclusion should not contain new information or arguments

- d** Elicit the purpose of a supporting argument (to back up the main argument and give concrete examples). Ask students to read paragraphs 2 and 3 again, compare their functions and say how many supporting arguments there are in each paragraph. Check answers as a class.

### Answers

four in paragraph 2; three in paragraph 3

- e** Refer students to the highlighted linker and then ask what linkers they can remember from Lesson 2D on SB p.29, e.g. *regardless of*, *when compared to*. Tell students to underline linkers in the text that add information or strengthen an argument with a supporting idea. Check answers as a class.

### Answers

also What is more Moreover as well as Above all Besides Furthermore

- f** Tell students that the expressions in the first column will be adverbials and the expressions in the second column will be either conjunctions or prepositional phrases. Ask students to add linkers to the table and find the one that introduces the key supporting argument. Check answers as a class.

### Answers

Adds an idea in a new sentence	Adds two ideas in the same sentence
also What is more Moreover Above all Furthermore	Besides

Highlights the most important argument: Above all,

- g** Tell students to underline the linkers in the sentences and add them to the table in 3f. Check answers as a class.

### Answers

Adds an idea in a new sentence	Adds two ideas in the same sentence
Besides	Beyond in addition to

### LANGUAGE NOTES

You could point out that *Besides* is a conjunction in the essay and an adverb in 3g question 3. *In addition to* is a prepositional phrase and is followed by a noun phrase. *In addition* is an adverb which usually goes first in a sentence and is followed by a clause.

- h** Students complete the exercises in Writing Focus 5D on SB p.172. They read the table and then cover it for Exercise a. Check answers to Exercise a and b and take feedback as a class for Exercise c. Tell students to go back to SB p.65.

### Suggested answers

**a** 1 as 2 In 3 Besides / Beyond 4 What 5 Above 6 Moreover / Furthermore

**b** ... **Besides accepting the free offer, customers** have to agree to certain terms and conditions that they don't read carefully...

**What is more**, they might pass on information to other companies who will send out more spam... **Above all**, make sure you are aware of consumer rights in your country so you can challenge companies who use information about you in an unethical way.

## 4 WRITING

- a** Ask students if they know anyone who they think was unfairly dismissed. Put students into small groups to discuss the questions. Take feedback as a class.
- b** Read through the Writing Tip with the class and remind students to bear these points in mind as they organise their notes.
- c** Tell students to write an essay using their notes. A good structure would be to have four paragraphs matching the functions in 3a. Encourage students to use linkers.

### LOA TIP MONITORING

- Teachers usually monitor speaking more than writing tasks but students need help in writing too. Teachers may feel reluctant to disturb students when they are in the process of writing so they need strategies to help without interfering.
- Look out for signs that students are struggling. Typical signs are not writing anything, talking with other students, and behaviour showing their boredom and frustration. Go to these students, explain the task again and refer them to the model essay.
- Have a system where students can show when they need help and when they are all right on their own, e.g. SB closed and SB open. Go round in turn to the students who need help and let the others work.
- Check the work of students who finish much earlier than other students as often they have not done the task properly. If the structure of the essay is incomplete, refer them to 3a.

- d** Put students into pairs to compare essays. Ask students to read out any points that are particularly interesting.

### EXTRA ACTIVITY

Tell students to name the famous people who were fired:  
*He was sacked as captain in the military because he wasn't considered a natural leader. (Abraham Lincoln); She only lasted one day in a doughnut shop because she squirted cream over a customer. (Madonna); The bosses got sick of this secretary wasting work time writing stories. (J K Rowling); He founded a company but the same company fired him. (Steve Jobs).*

### ADDITIONAL MATERIAL

Workbook 5D

# UNIT 5

## Review and extension

### 1 GRAMMAR

- a** Write on the board: *She committed a crime. It was serious.* Ask students to make this into one sentence (She committed a crime that/which was serious.). Students then compare the sentence with question 1 and add the correct pronoun. Tell students to complete the rest of the sentences. Check as a class.

#### Answers

1 that/which 2 why 3 which 4 whose 5 wherever 6 in

- b** Tell students to cross out the wrong words or phrases. Point out that the mistakes in the sentences could be mistakes in form or meaning. Check as a class.

#### Answers

- Bill *doesn't mind* / *has no objection to* / ~~*is expected*~~ going on the training course.
- You are not *allowed* / *permitted* / ~~*obliged*~~ to throw litter outside.
- It's up to you whether you* / ~~*You have no choice but*~~ / *You are under no obligation to* sign up for the course.
- Module 2 is optional and you ~~*mustn't*~~ / *don't have to* / *are not obliged to* do it.
- Once I ~~*had to*~~ / ~~*must have*~~ / *was required to* do a four-hour practical exam.
- Students *should* / *ought to* / ~~*have to*~~ make a study timetable.
- I *was supposed to* / ~~*had better*~~ / *had to* be at the office at 9:00 but I overslept.

#### FAST FINISHERS

Ask fast finishers to make sentences using the words/phrases they crossed out and compare their sentences with another fast finisher.

### 2 VOCABULARY

- a** Give short definitions of crime and punishment vocabulary and the first letter for students to guess, e.g. *violent attack* = *a*\_\_? (assault); *financial punishment* = *f*\_\_? (fine). Tell students to complete the sentences. Check as a class.

#### Answers

2 Community 3 banned 4 fraud 5 evasion  
6 confinement 7 counselling 8 serve

#### EXTRA ACTIVITY

Ask students to mark whether they agree or disagree with the statements in 2a by writing a tick or a cross next to each sentence. Then put students into groups to discuss the statements they had different opinions on.

- b** Ask students what sector they work or would like to work in. Students identify the sector for each job. Check as a class.

#### Answers

1 public 2 retail 3 energy 4 construction 5 agricultural  
6 manufacturing 7 financial

- c** Put students into groups to discuss the jobs in 2b. Share ideas as a class.

### 3 WORDPOWER Idioms: Crime

- a** 2.54 Ask students if they can remember what the writer said she didn't need to do in Halden prison because she felt safe (look over her shoulder). Tell students to complete the idioms, using a dictionary if necessary. Then play the recording for students to listen and check. Drill the idioms.

#### Answers

1 shoulder 2 good 3 murder 4 doubt 5 red-handed  
6 in crime 7 lightly 8 the law

- b** 2.55 Concept check some of the idioms: *when your punishment is less than you deserve* (get off lightly), *when you see somebody committing a crime* (catch somebody red-handed). Tell students to complete the exchanges. Then play the recording for students to listen and check.

#### Answers and audioscript

- A** I can always tell when my children are up to no good. They have a guilty look on their face.  
**B** I never can. Unless I catch them red-handed, I can never work out if they've been naughty or not.
- A** He may have made up his story about feeling sick, but I'm going to give him the benefit of the doubt.  
**B** OK, but if you trust him too much, he'll try and get away with murder.
- A** He's found himself a partner in crime in a boy called Jim from school, and now he never comes home at a reasonable time any more.  
**B** You should lay down the law. He's only a teenager.
- A** You really got off lightly at work after messing up that big order. I can't believe they didn't take it more seriously.  
**B** I know, I can't stop looking over my shoulder now. I'm sure that can't have been the end of it.

- c** Put students into pairs to tell each other their stories. Take feedback as a class.

#### EXTRA ACTIVITY

Put students into pairs. Tell them they need to tell a crime story using all the idioms. Students plan their story, making notes, practise it and then each read out half of the story to the class. The class votes on which story is the most interesting.

- Photocopiable activities: Wordpower p.245

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable worksheets and the Personalised online practice.