

3A

Getting qualified

Vocabulary employment
Grammar *have to/had to*: positive and negative, questions and short answers

QUICK REVIEW Finding things in common Write sentences beginning with *I'm ...*, *I'm not very ...*, *I like ...*, *I don't often ...*, *I had ...*, *I didn't ...*. Work in pairs. Take turns to say your sentences. Is each sentence the same or different for you?
A *I'm a vegetarian.* **B** *So am I./Oh, I'm not.*



Vocabulary and Speaking Employment

- 1 a** Work in pairs. Which of these phrases do you know? Check new phrases in **VOCABULARY 3.1** p131.

a good salary friendly colleagues my own office
long holidays a good boss job security a company car
flexible working hours opportunities for travel
opportunities for promotion holiday pay sick pay
on-the-job training lots of responsibility

- b** Write five sentences about your job now, or the job you'd like to have in the future. Use phrases from **1a**.

In my job now, I have/don't have ...

I'd like to have (a job with) ...

- c** Work in pairs. Compare your ideas. How many are the same?

Listening and Speaking

- 2 a** Look at photos A–C. Who is: a paramedic? an interpreter? a football referee?

- b** Work in pairs. Which phrases from **1a** are true for each job, do you think?

- 3 a** Match sentences 1–3 to the photos A–C.

- I **had to study** a lot and do on-the-job training for three years. But I **didn't have to pay** for it – the government did.
- You **don't have to go** to college, but you have to do a special course.
- You usually **have to have** a degree in languages.

- b** **CD1** 28 Listen and check.

HELP WITH GRAMMAR

have to/had to: positive and negative

- 4 a** Match the phrases in bold in **3a** to these meanings.

- This is necessary.
- This is not necessary.
- This was necessary in the past.
- This wasn't necessary in the past.

- b** Fill in the gaps with *have to*, *don't have to*, *has to* and *doesn't have to*. Which verb form follows *have to*?

POSITIVE

I/You/We/They _____ do a course.

He/She _____ do a course.

NEGATIVE

I/You/We/They _____ pay for it.

He/She _____ pay for it.

- c** How do we make the Past Simple positive and negative forms of *have to*?

- d** Check in **GRAMMAR 3.1** p132.



HELP WITH LISTENING *have to* and *have*

5 a CD1 → 29 Listen and notice the difference between *have to* and *have* in these sentences.

- 1 You *have to* /hæftə/ learn 130 pages of rules.
- 2 Now I *have* /hæv/ a job I love.
- 3 You *don't have to* /hæftə/ go to college.

b CD1 → 30 Listen and write the sentences you hear. You will hear each sentence twice.

6 CD1 → 31 **PRONUNCIATION** Listen and practise.

You *håve to* /hæftə/ *dø* a *spécial* *cóurse*.

7 Read about Bernie's training. Fill in the gaps with the correct form of *have to*.

You ¹ *don't have to* (not) go to college, but you ² *have to* do a special course. The good thing is you ³ _____ (not) pay very much for the course. But it's a lot of work. A referee ⁴ _____ know everything about the laws of the game. That means you ⁵ _____ learn 130 pages of rules. When I did my course eight years ago, we ⁶ _____ do practical and written exams. I'll never forget my first practical exam. I ⁷ _____ (not) referee for 90 minutes, only the first half of a match. I was terrified because I ⁸ _____ give a player a red card after only five minutes. He wasn't happy about it! But dealing with angry footballers is something a referee ⁹ _____ learn very quickly. A referee ¹⁰ _____ (not) be super-fit like a footballer, but he ¹¹ _____ run for 90 minutes and he ¹² _____ practise running backwards. That's really difficult! I love my job, but people never remember the good decisions I make, only the bad ones.

8 a Read about Bernie's training again. Answer these questions.

- 1 What does a football referee have to learn?
- 2 Do football referees have to pay a lot for their training?
- 3 Did Bernie have to do any written exams?
- 4 What did he have to do when he refereed his first match?
- 5 What does a referee have to practise?

b Work in pairs and compare answers.

HELP WITH GRAMMAR

have to/had to: questions and short answers

9 a Look at the questions in **8a**. How do we make questions with *have to* in the Present Simple and Past Simple?

b Write the positive and negative short answers for these questions.

- 1 Do you have to go to college?
- 2 Does he have to be fit?
- 3 Did she have to do any exams?

c Check in **GRAMMAR 3.2** p132.

10 a Make questions about Rick and Lorna with the correct form of *have to* in the Present Simple or Past Simple.

- 1 What / Rick / learn to do at the beginning of his course?
What did Rick have to learn to do at the beginning of his course?
- 2 Why / interpreters / work in pairs?
- 3 How many words / an interpreter / translate in 30 minutes?
- 4 / you / go to university to become a paramedic?
- 5 What's the main thing a paramedic / do?
- 6 What / Lorna / do yesterday?

b Before you listen, check these words/phrases with your teacher.

a microphone a bone stay calm
an emergency a roof

c CD1 → 32 Listen to Rick and Lorna. Answer the questions in **10a**.

d Work in pairs. Compare answers.

e Which of the three jobs would you most like to do? Why?

Get ready ... Get it right!

11 Work in pairs. Student A p106. Student B p112.

QUICK REVIEW *have to* Think of two people you know with jobs. Work in pairs. Tell your partner what these people have to do in their jobs. Which person has the best job, do you think?

Vocabulary and Speaking

Looking for a job

- 1 a** Work in pairs. Which of these phrases do you know? Check new words/phrases in **VOCABULARY 3.2** p131.

find a job
write a CV
go for an interview
lose your job
look for a job
apply for a job
fill in an application form
be unemployed
get unemployment benefit
earn a lot of money
have some experience

- b** Work on your own. Put the phrases in **1a** in order. There is more than one possible order.

1 *lose your job*

- c** Work with your partner. Compare answers. Are they the same?

Reading

- 2 a** Look at the photos and read the letters. Why is Bonnie unemployed? Why is Harry unemployed?
- b** Read the letters again. Tick the true sentences. Correct the false ones.
- two*
- a Bonnie left school ~~three~~ months ago.
b She's looking for her second job.
c She looks at the job adverts online twice a week.
d She's cleaning her neighbours' house at the moment.
e Harry worked for the same company for seventeen years.
f He lost his job two months ago.
g He goes to a lot of interviews.
h He knows a lot about engineering.



Bonnie



Harry

LETTERS TO THE EDITOR

Getting nowhere

Dear Sir,

My daughter, Bonnie, left school two months ago and now ¹**she's looking** for her first job. The problem is that companies always say they want people with experience, but how can she get experience if nobody gives her a job? ²**She goes** online every day and looks at the job adverts, but there's nothing for people like her. At the moment ³**she's doing** some cleaning for our neighbours to earn a bit of money, but ⁴**she needs** a real job.

Mr J Melton
Manchester

Experience doesn't count

Dear Sir,

I read your report on unemployment in yesterday's paper and ⁵**I'm writing** to tell you how it feels to be unemployed. I'm 54 years old and I worked for an engineering company for 17 years until it closed down four months ago. ⁶**I'm applying** for every job I can, but ⁷**I never get** an interview because ⁸**people think** I'm too old – it's very frustrating. I've got a lot of experience in engineering and I want to work. I just need someone to give me a chance.

Harry Thompson
Preston

HELP WITH GRAMMAR Present Continuous and Present Simple; activity and state verbs

3 a Look at phrases 1–8 in the letters. Which are in the Present Continuous and which are in the Present Simple?

b Match phrases 1–8 to these meanings. There are two phrases for each meaning.

- We use the Present Continuous for things that:
 - a are happening at the moment of speaking. *she's doing*
 - b are temporary and happening around now, but maybe not at the moment of speaking.
- We use the Present Simple for:
 - a daily routines and things we always/sometimes/never do.
 - b verbs that describe states (*be, want, have got, think, etc.*).

c Do these verbs describe activities (A) or states (S)? Do we usually use state verbs in the Present Continuous?

play **A** like **S** work write hate eat know
remember run understand do believe need

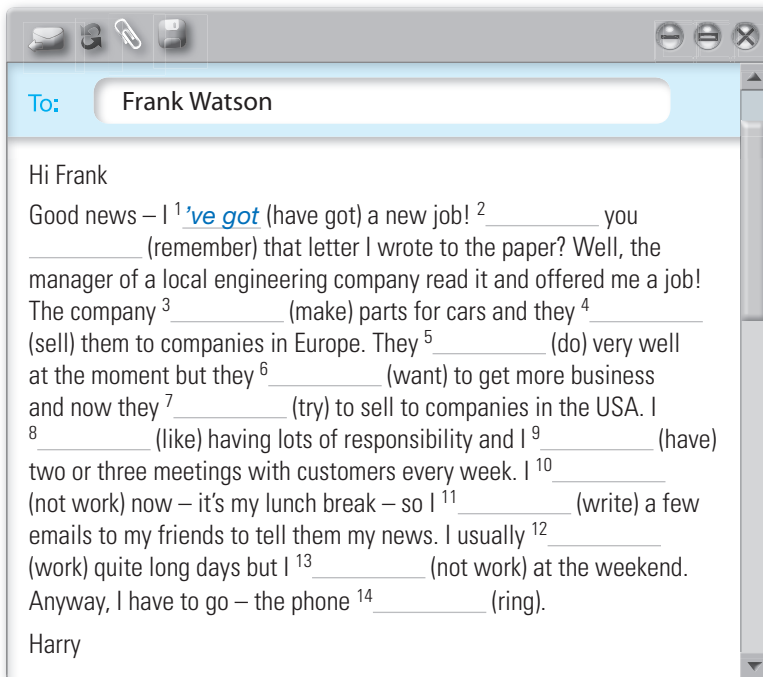
d How do we make negatives and questions in the Present Continuous and Present Simple?

e Check in **GRAMMAR 3.3** p132.

4 CD1 33 PRONUNCIATION Listen and practise. Copy the stress.

She's looking for her first job.

5 a Put the verbs in Harry's email in the Present Continuous or Present Simple. Where is he working now?



b Work in pairs. Compare answers. Explain why you chose each verb form.

Speaking

6 Work in pairs. Student A p104. Student B p110.

7 Work in groups. Discuss these questions.

- 1 Do you think it's more difficult to be unemployed when you're young or when you're older? Why?
- 2 Can people in your country get unemployment benefit? If not, what do they do?
- 3 What's the best way to find a job?

Get ready ... Get it right!

8 Make *yes/no* questions with *you*. Put the verbs in the Present Continuous or Present Simple.

- 1 / look / for a job at the moment?
Are you looking for a job at the moment?
- 2 / want / to live in a different country?
- 3 / need / speak English every day?
- 4 / read / a newspaper every day?
- 5 / read / a good book at the moment?
- 6 / get up / before seven o'clock?
- 7 / study / for an exam at the moment?
- 8 / have / an interesting job?



9 a Ask other students your questions. Try to find someone who answers yes for each question. Then ask two follow-up questions.

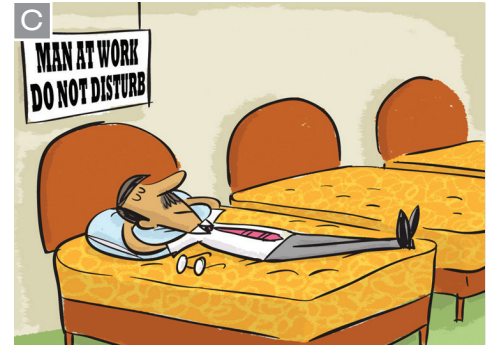
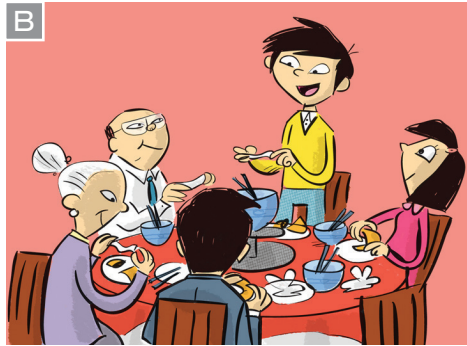
Are you looking for a job at the moment?

Yes, I am.

What kind of job are you looking for?

b Work in groups. Tell the other students three things you know about the class.

QUICK REVIEW Present Simple and Present Continuous Write the names of three people you know well. Work in pairs. Ask your partner what these people usually do in their free time and what they are doing at the moment.



Speaking and Listening

- 1 **a** Think of three jobs that you would like to do and three jobs you would hate to do.
b Work in groups and compare your ideas. Are there any jobs you would all like to do?
- 2 **a** **CD1** ▶ 34 Listen to Paul Owen talking about his new book *Is That a Real Job?*. Put pictures A–C in the order he talks about them.
b Listen again. Tick the true sentences. Correct the false ones. Which job do you think is the most unusual?
 - 1 Paul thinks testing furniture is an interesting job.
 - 2 Furniture testers have to answer a lot of questions.
 - 3 A company in New York makes 4.5 million fortune cookies a year.
 - 4 Fortune cookies started in China in the 19th century.
 - 5 Golf ball divers sell the golf balls they find.
 - 6 In the UK, golfers lose about one million balls a year.

HELP WITH LISTENING

Linking (1): consonant-vowel

- We usually link words that end in a consonant sound with words that start with a vowel sound.

- 3 **a** **CD1** ▶ 34 Listen to the beginning of the interview again. Notice the consonant-vowel linking at the ends and beginnings of words.
Paul, your new book is a collection of articles about people with strange jobs. So we're not talking about actors, sales assistants or cleaners.
b Look at Audio Script **CD1** ▶ 34 p155. Listen to the interview again and notice the linking.

HELP WITH VOCABULARY

Word building: noun endings

- 4 **a** Look at this table. How do we make the nouns? Complete the *ending* column.

verb	noun	ending
collect	collection	-ion
act	actor	
assist	assistant	
clean	cleaner	
improve	improvement	
test	test	

- b** Which endings do we use for people's jobs?

TIP • We can also make job words by adding *-ist* or *-ian* to nouns: *art* → *artist*, *music* → *musician*.

- c** Check in **VOCABULARY 3.3** ▶ p131.

- 5 **a** Work in pairs. Write all the jobs you know with the endings *-or*, *-ant*, *-er*, *-ist* and *-ian*.
b Compare lists with another pair.
- 6 **a** Look at these words. Are they nouns (N), verbs (V) or both (NV)?

decision	N	examine	V	interview	NV
interviewer		cook		decide	
argument		visit		discussion	
information		visitor		guitarist	
discuss		argue		politician	
examiner		inform		employment	

- b** Work in pairs. Compare answers. Check any new words with your teacher.

- 7 a** Choose the correct words.
- When did you last have a job *interview/interviewer*?
 - Have you got a big *collect/collection* of DVDs?
 - Do you ever *argue/argument* with your friends?
 - What was the last important *decide/decision* you made?
 - Do people in your family *discuss/discussion* politics a lot?
 - What's the best way to *improve/improvement* your English, do you think?
- b** Work in pairs. Ask and answer the questions.

Reading and Speaking

- 8 a** Work in pairs. Discuss these questions.
- Look at the photo. Do you think traffic wardens are necessary where you live? Why?/Why not?
 - What are the good and the bad things about being a traffic warden, do you think?
- b** Before you read, check these words/phrases with your teacher.

a stolen car a uniform a parrot aggressive
a parking fine complain an excuse

- c** Read an interview with William McBride, a traffic warden. Fill in gaps a–f in the article with questions 1–6.
- What excuses do people give you?
 - What are the good things about the job?
 - Does everyone pay their fine?
 - Why did you become a traffic warden?
 - Is it a dangerous job?
 - What do traffic wardens do?
- 9 a** Read the article again. Underline the part of the article that tells us this information.
- Not everyone has to pay a parking fine.
 - Traffic wardens help the police a lot.
 - Some traffic wardens can film people who argue with them.
 - William had another job before he became a traffic warden.
 - Traffic wardens hear some unbelievable excuses.
 - Some people like traffic wardens.
- b** Work in pairs. Compare answers.
- c** Do you still have the same opinion about traffic wardens? Why?/Why not?
- 10** Work in groups. Discuss these questions.
- Which professions are unpopular in your country?
 - Which groups of people get paid too much, do you think? Why?
 - Which jobs should have the highest salaries? Why?



a
When I lost my job in the shipbuilding industry it was hard to find new employment and this was the only job I could get. But it was a good decision – I like my work.

b
Well, we give people parking tickets of course, but that's not all we do. We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job.

c
Popular ones are: "I couldn't remember where the car was", "I needed the toilet urgently", "I stopped to help an old lady". Someone even said he paid for a ticket, put it in the car, but his parrot ate it!

d
Sometimes, but we have radios so we can get help when we're in trouble. And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. Strangely, some of the most aggressive people are parents when they're collecting their children from school!

e
You certainly keep fit because you're on your feet all day. I like that. And not everyone hates us. Some people think we do a good job. They know that without us the traffic would be terrible and the emergency services couldn't do their jobs.

f
No, millions of people just don't pay. And others write to the parking department and complain. The department accepts about 60% of these excuses, so those people don't have to pay. But the government still gets over £1 billion a year from parking fines.

QUICK REVIEW Word building: noun endings

Work in pairs. How many nouns can you think of with these endings: *-ion, -or, -ant, -er, -ment, -ist* and *-ian*? Swap lists with another pair. Then write verbs for the nouns, if possible.

1 Work in pairs. Look at photos A–C. Who do you think is:

- 1 asking for time off?
- 2 asking someone to do something?
- 3 apologising for something?



2 a VIDEO 3 CD1 35 Watch or listen to three conversations. Fill in the gaps with the correct name from photos A–C.

- a _____ has a meeting the next morning.
- b _____ has to go out with some clients.
- c _____ has got the concert tickets.
- d _____ has to phone the restaurant.
- e _____ has to look after her brother.
- f _____ has to prepare a table for ten.

b Work in pairs. Who said these sentences, Carol or Amy?

- 1 I'm sorry, I couldn't finish it this morning.
- 2 I'm really sorry, but I can't say no to my mum.
- 3 I have to take some clients out for dinner.
- 4 I have to go home and look after my little brother.
- 5 I had to help Henry.
- 6 I'll finish it now and email it to you.
- 7 I'll be back before eight thirty, I promise.

c Watch or listen again. Check your answers.

REAL WORLD

Apologies, reasons and promises

3 a Look at the sentences in 2b. Which are: apologies? reasons? promises?

b Complete sentences 1–3 with a, b or c.

- 1 For apologies we often use ...
 - 2 For reasons we often use ...
 - 3 For promises we often use ...
- a I'll ...
b I have to/had to ...
c I'm (really) sorry, (but) I can't/couldn't ...

c Look again at the sentences in 2b. Which verb form comes after *couldn't*, *can't*, *have to*, *had to* and *'ll*?

d Fill in the gaps in these responses to apologies.

time happened that worry right

- 1 Oh, don't _____.
- 2 Another _____, maybe.
- 3 Oh, dear. What _____?
- 4 Oh, _____. Why's _____?

e Check in REAL WORLD 3.1 p133.

4 CD1 36 PRONUNCIATION Listen and practise the sentences in 2b. Copy the stress and intonation.

I'm sorry, I couldn't finish it this morning.

- 5 a Fill in the gaps in the phone conversation with these phrases.

I'm really sorry couldn't come Another time
I'll call had to I'm sorry have to don't worry
can't come What happened

ED Hi, Bob. How are you?
BOB I'm OK. Look, ¹ *I'm really sorry* I
² _____ to your party last night.
E Oh, ³ _____.
B I ⁴ _____ go to the police station.
E Oh, dear. ⁵ _____?
B Someone stole my car. But the police found it and
it's fine.
E That's good.
B Anyway, would you like to come round for dinner
this evening?
E ⁶ _____, I ⁷ _____ this evening.
I ⁸ _____ take my parents to the airport.
B No problem. ⁹ _____, maybe.
E Yes, definitely. ¹⁰ _____ you at the
weekend.
B Right. Talk to you then. Bye.

b **CD1** → 37 Listen and check.

c Work in pairs. Practise the conversation. Then change roles and practise the conversation again.

- 6 a Work in new pairs. Write a conversation for one of these difficult situations. Use phrases from 3b and 3d.

1 Matt promised to take Amy to the airport next Tuesday, but now he can't. Matt phones Amy. He apologises and gives a reason. He promises to meet her at the airport when she comes back.

2 Carol promised to meet Matt for lunch at one o'clock. It's now 1.30 and Matt is at the restaurant. Carol phones Matt. She apologises and gives a reason why she can't come. She promises to cook him a special dinner tonight.

b Practise your conversation with your partner until you can remember it.

c Work with another pair. Take turns to role-play your conversations.

HELP WITH PRONUNCIATION

Word stress (1)

- 1 a Work in pairs. Match these two-syllable words to stress patterns 1 and 2.

1 ar-tist 2 add-ress

office **1** degree airline language
campaign college colleague
excuse yoga concert report
cleaner Japan reason promise

b **CD1** → 38 Listen and check. Which stress pattern is more common for two-syllable nouns, do you think?

c Listen again and practise.

- 2 a Work in pairs. Where is the stress on these nouns?

politician discussion application
government collection conversation
interview promotion information
musician engineering argument
decision unexpected examination

b **CD1** → 39 Listen and check. Where is the stress on nouns that end in /ʃən/?

c Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 3 and Progress Portfolio 3** p117
- **Language Summary 3** p131
- **3A-D Workbook** p15
- **Self-study DVD-ROM 3** with Review Video



Reading and Writing

- **Portfolio 3** Applying for a job Workbook p68
Reading an email with information
Writing a curriculum vitae (CV)