

7 Work-life balance

7.1

Goal: talk about work and studies

Core language:

VOCABULARY Work and studies 1
spend

What do you do?

VOCABULARY Work and studies 1

- 1 a *Jobs and study subjects.* Learners match the jobs and study subjects with the pictures.

Check the answers together and present any new words. Use the reference section on p145 to do this, or give simple examples.

A an engineer, engineering
B an accountant, accounting
C a doctor, medicine
D a chef, catering
E a musician, music

Language note: chef

A *chef* (pronounced /ʃef/) is a head cook and works in a restaurant. The head of a company is the *boss* (or *managing director*).

- b Ask learners what other jobs they know, and build up a list on the board. Then ask what subjects of study they know, and build them up on the board.

Alternatives

- *Use the reference section*
Look at Vocabulary reference: Jobs and Study subjects on p145. Ask learners to find pairs of jobs and study subjects like those in 1a. Possible pairs: *marketing assistant – marketing; nurse – medicine; lawyer – law; office manager – management; journalist – journalism; architect – architecture*
- *Professional adult classes*
Find out what learners' own jobs are and build up a list on the board. Add subjects of study that are related to the jobs.

- 2 a / *Discussion.* If learners have not already looked at the reference section, ask them to look at the jobs on p145 now. In pairs or groups, they discuss questions 1–3, and write down suitable jobs for each type of person.
- b Discuss the answers with the class. Ask different learners round the class which of the things in 2a they like doing.
- 3 a Read through sentences 1–7 and ask which are about work and which are about study.

Work: 1, 2, 3, 6, 7 Study: 4, 5

- b Learners replace the highlighted words with the words in 3b.

1 part-time 2 a chef 3 a bakery 4 full-time
5 history 6 my children 7 self-employed

- c Play recording 2.23 or say the sentences yourself, and get learners to practise saying the phrases.

As you go through the sentences, present any new words and phrases. Focus especially on:

- a *full-time job* (= every day for about 8 hours)
- a *part-time job* (= e.g. only in the mornings, or only some days of the week)
- *do a course* (= study something at college or university)
- a *full-time course* (= every day)
- a *part-time course* (= e.g. two or three days a week)
- *unemployed* (= you don't have a job)
- *self-employed* (= you work for yourself)

Option: Adult classes

Activate this language by asking a few questions round the class, e.g.

- *Is anyone doing a course? Is it a full-time course or a part-time course?*
- *Do you have a job? Is it a full-time job? Are you self-employed?*

WRITING

- 4 a *Writing sentences.* To introduce the activity, tell the class a few things about your present job, jobs you did in the past, and subjects you studied or courses you did.

Learners write a few sentences about work or studies, now or in the past.

- b *Round-up.* Collect the sentences and read them out. See if learners can guess who wrote them.

Alternative: Classes of school or university learners

Learners write about themselves and about other people in their family. If learners have not had a full-time job, they can write about voluntary work or holiday jobs.

Work-life balance

READING

- 1 a *Pre-reading: Guessing sound effects. Books closed.* Play recording 2.24, and ask learners to guess what kind of work the two people do, and what they do in their free time.
- b *Books open.* Learners form A/B pairs. Learner A reads about Pete on p59; Learner B reads about Dagmara on p125. They tell each other what they found out.

Pete:

1 He's a catering assistant on an oil platform;
2 He does weight training in the gym, watches films, reads, sees his friends.

Dagmara:

1 She's a theatre manager;
2 She learns English and Spanish, spends time with her family, goes to the cinema/theatre.

- 2 a *Jigsaw reading.* Learners read their text again and note down answers to the questions.

Pete: 1 helps prepare breakfast, lunch and dinner ... (see text); 2 watches a film; 3 reads or chats to roommate; 4 goes home for 2 weeks
Dagmara: 1 spends 2 ½ hours on the bus; 2 goes to Spanish classes; 3 reads; 4 goes to the cinema/theatre, meets friends ...

- b** Learners form A/B pairs. They tell each other about Pete and Dagmara. They should also ask further questions about the people.

Round-up. Ask learners to tell you about the two people.

- 3** Write the expression *work-life balance* on the board. Ask learners what they think it means (= that you have a good balance between your work and other things in your life). Ask who they think has a better work-life balance, Pete or Dagmara, and why.

VOCABULARY *spend*

Optional presentation with books closed

Tell the class how you spend your day. Use a range of phrases like those in the table, e.g. *I spend a lot of time with my family; I spend about eight hours working; I usually spend the evening at home.* Then ask the class what you said, and write examples with *I spend ...* on the board.

- 4 a** Learners add expressions to the table.

Places: *in the gym / on the bus / at home / at work*
Activities: *talking / sleeping / driving / watching TV*
People: *with my family / with friends / with my girlfriend / with my husband*

Point out that the verb *spend* is followed by:

- a time phrase (*a lot of time, 45 minutes*).
- a phrase with a noun (*with friends, in the gym*).
- a verb + *-ing* (*talking, watching TV*).

- b** Learners write sentences about how they spend their day. They can use the expressions in the table or other similar expressions (e.g. *with my wife, at school, cycling*).

Round-up. Ask a few learners to read out their sentences.

SPEAKING

- 5** *Listening.* Look at the picture and establish that the people in it are *rowing* (verb = *row*, pronounced /rəʊ/). Play recording 2.25. Learners answer the questions. If necessary, play the recording again to check.

1 35 hours a week
 2 15 hours a week
 3 seven and a half to eight hours a night
 4 the rest of the time

Establish that she's happy, but would like to work a bit less.

- 6** *Speaking.* To introduce the activity, tell the class about your typical week.

Learners ask each other the questions, and say what they spend time doing and how much.

Round-up. Ask each pair or group to summarise what they said. You could find out who spends the most time working, sleeping and so on.



You could use photocopiable activity 7A on the Teacher's DVD-ROM at this point.

7.2

Goals: describe present activities
 say why you can't do things

Core language:

VOCABULARY Saying you're busy
 PRONUNCIATION The schwa sound 1
 GRAMMAR Present progressive

I'm just watching the news

LISTENING

- 1** *Whole-class discussion.* To introduce the activity, ask each question to one or two learners.

Learners ask each other questions 1–4.

Feedback. Ask a few learners what they found out about their partner, and whether they are similar or different in the way they feel about phone calls.

Language note

We can use *call* as a verb or a noun. We often use the phrase *a phone call*.

– *I'll call you tomorrow.* (= verb)

– *I get a lot of (phone) calls.* (= noun)

We can also say *phone* as a verb instead of *call*:

– *I'll phone you tomorrow.*

- 2 a** *Listening for main idea.* Look at the pictures of Dean, and ask what kind of life he has. (*Possible answers:* he's busy, he gets a lot of phone calls, he's always on the phone)

- b** Play recording 2.26. Learners listen and number the calls in order. Either pause after each call to check the answer, or play the recording straight through and check the answers at the end.

2 a telephone salesperson 3 a colleague in Madrid
 4 his son 5 a friend

- 3 a** *Listening for detail.* Read Dean's replies and ask learners who he says them to.

- b** Then play recording 2.26 again to check. Pause after each conversation, and ask why the person is calling.

1 a colleague in Madrid. (we don't know why she called)
 2 a telephone salesperson (he wants to sell windows)
 3 a friend (he wants to chat)
 4 his son (he wants help with his homework)
 5 a colleague (she wants advice for her seminar)

VOCABULARY *Saying you're busy*

- 4** Look at the table, which shows ways of saying we're busy. Point out that:

1 We often begin with:

– *Sorry, but ...* – *I'm afraid ...* – *Actually, ...*

- 2 To say how or why we're busy, we can use:
- a phrase with a preposition
 - an adjective
 - a verb + *-ing*

a Learners add the expressions to the groups.

+ **preposition:** *on the internet, in a meeting*
 + **adjective:** *busy, tired*
 + **-ing:** *studying for an exam, writing an essay, making dinner, watching a film, not feeling well*

Note

The examples of verb + *-ing* are in fact the present progressive tense (*I'm + -ing*). This is introduced in the following section. At this point, you can just treat these forms as phrases, without going into grammar explanations.

b Ask learners to suggest other expressions. You could prompt ideas by using mime or gestures. *Possible answers:*

+ **preposition:** *I'm at work, at school, in bed, in the shower, in the car*
 + **adjective:** *I'm ill, not well*
 + **-ing:** *I'm doing my homework, watching TV, having lunch, having a shower, driving to work*

PRONUNCIATION The schwa sound 1

5 a *Noticing task.* Play recording 2.27 and point out that the words marked with an /ə/ are unstressed, weak forms.

Get learners to copy the sound in individual words, then in whole phrases, e.g.
 /kən/ → /kən juː tɔːk nəʊ/

b Learners practise the complete conversation.

SPEAKING

- 6 a *Role play.* Learners plan four short conversations. They don't need to write the conversations, but they should work out together what they will say.
- b Learners work in new pairs to practise each conversation.

Alternative: Whole-class preparation

Look at each situation with the whole class, and ask them to suggest how they might reply. Try to get two or three possible replies for each situation. Then learners practise the conversations in pairs.

Talking about now

GRAMMAR Present progressive

1 *Present simple and present progressive.* Read the examples, and ask learners which means *all the time* and which means *now*. (*Answer:* 1B, 2A)

- If necessary, give a few more examples of present simple and present progressive to make this clear, e.g.
- *John lives in London. At the moment he's staying with friends in New York.*
 - *Lucia is a student. She studies in Barcelona. Just now it's the summer vacation, so she isn't studying. She's working in a café.*

2 *Present progressive form.* Make sure learners understand the basic form of the present progressive tense: *be (I'm, you're, he's ...)* + verb + *-ing*. If necessary, show this on the board:

study → *I'm studying*
live → *we're living*

a Learners complete the sentences and questions in the table.

is working; aren't working; Are you feeling; are you doing; are they studying; No, he isn't.

b Play recording 2.28 or say the sentences yourself, and get learners to practise saying them.

Use the table to point out that:

- we make negative sentences with *I'm not, he isn't, they aren't ... + -ing*.
- to make questions, we change the word order:
He is working → *Is he working?*
- to make short answers, we repeat *am/is/are* without the main verb:
Is he working? Yes, he is. / No, he isn't.
 (not *Yes, he is working*)

Note: Grammar practice

You could do the grammar practice on p137 at this point.

3 *Practice with present progressive.* To prepare for the activity, write these verbs and *-ing* forms on the board, and present them through drawings or mime (they will be needed for describing the pictures):

<i>stand</i> – <i>standing</i>	<i>sleep</i> – <i>sleeping</i>
<i>look</i> – <i>looking</i>	<i>draw</i> – <i>drawing</i>
<i>sit</i> – <i>sitting</i>	<i>listen</i> – <i>listening</i>
<i>write</i> – <i>writing</i>	<i>show</i> – <i>showing</i>
<i>talk</i> – <i>talking</i>	<i>ask</i> – <i>asking</i>

- a Give each learner a letter, A or B. Learner A looks only at the picture on p125; Learner B looks only at the picture on p129. Learners think about questions 1–3 and write six sentences. As they do this, go round and check.
- b Learners form A/B pairs. They describe their picture to their partner, and ask questions to see how the pictures are different. They shouldn't look at each other's pictures.

Alternative: Pair work-preparation

Divide the class into pairs at the beginning, and give each pair a letter, A or B. They look at their picture together and write sentences. Learners form new pairs, so there is one A and one B in each pair. They describe their picture to their new partner.

Round-up. Ask learners what differences they found.
Possible differences:

A: There are six people.
A woman is standing and talking.
A man is talking to a woman.
A woman is talking on the phone.
A man is listening.
A man is sleeping.
B: There are seven people.
A man is standing and talking.
A woman is talking to a man.
A man is asking a question.
A man is looking at a bird.
A man is drawing.
A woman is writing.
In both pictures the people are colleagues at a meeting.

Let learners see both pictures, and find any differences they didn't guess earlier.

SPEAKING

- 4 To introduce the activity, write on the board:
– *What are you doing these days?*
Ask learners what this means: *these days* = not exactly now, but this week or this month – in this period.
- a Learners suggest answers to the question. Build up verbs on the board, e.g.
I'm reading ... I'm living ...
I'm studying ... I'm learning ...
I'm working ... I'm not working ...
- b Learners ask each other the question, and reply.
- 5 Learners form new pairs. They tell each other about their first partner.

Alternative: Mingling activity

After the first pair work stage, learners move freely around the class, and tell other learners one thing they are doing themselves, and one thing their partner is doing.



You could use photocopiable activity 7B on the Teacher's DVD-ROM at this point.

7.3 Target activity: Explain what you do

Goals: talk about work and studies
describe present activities

Core language:

TASK VOCABULARY Work and studies 2
7.1 VOCABULARY Work and studies 1
7.2 GRAMMAR Present progressive

TASK LISTENING

- 1 *Pre-listening task.* Look at the photos and ask learners to find the things in 1.
- 1 *He's drawing fashion designs.*
2 *They're in a theatre. They are actors in a play, and they're wearing costumes.*
3 *He's in a library.*
- 2 *Listening for main idea.* Play recording 2.29 and discuss answers to the questions.

1 No, they just met 2 Dmitri 3 Liam

- 3 a *Listening for detail.* Learners complete the sentences.

1 Dmitri 2 Liam 3 Dmitri 4 Dmitri 5 Liam

- b Play recording 2.29 again to check. As you go through the answers, focus on these words and phrases:
– *design clothes* (= have the idea and draw them)
– *do a Master's degree* (= do a course at university, for an MA)
– *business administration* (= how to be a manager)
– *project* (= a long piece of work)
– *dissertation* (= a long piece of writing, to get a degree)
- c Ask which verbs are in the present simple and which are in the present progressive.

Present simple: 1 *designs*, makes 3 *works*

These verbs say what the person does *all the time*, what his job is.

Present progressive: 2 *is doing*, 4, 5 *is working*

These verbs say what the person is doing *at the moment*, *during this period*.

TASK VOCABULARY Work and studies 2

- 4 Read through the verbs and phrases, and ask learners to add other words to each group. As you do this, present any new items.

– *design websites*
– *have meetings with my professor, with clients*
– *go to conferences, go on business trips*
– *read / write essays, emails*

Activate some of these phrases by asking a few questions round the class, e.g.

- *Do you have meetings? Who do you have meetings with?*
– *Do you read anything in your job? What do you read? What do you write?*
– *What are you working on at the moment?*

Note: School and university classes

Ask questions connected with studying. You could also ask 'work' questions about other people they know (e.g. *Does anyone in your family go on business trips? Where? Does anyone go to conferences?*)

TASK

- 5 a *Preparation for the task.* Learners think about answers to the questions. They could make brief notes, but they shouldn't write complete sentences. You could show the class what to do by giving your answers to the questions and writing brief notes on the board.
- b Learners take it in turn to ask questions, and to tell each other what they do and what they are doing at the moment.
- c *Round-up.* Ask a few learners what they found out about their partner. Ask learners if they would like to change jobs or courses with anyone and why.

Alternative: Mingling activity

Learners move freely round the class. They ask other learners the questions in **5a**, and answer other learners' questions.



You could use photocopiable activity 7C on the Teacher's DVD-ROM at this point.

7 Explore

Keyword: of

Goal: use of appropriately to express a range of meanings

Core language:

Phrases with *of*: containers and quantities

Phrases with *of*: places and times

- 1 / *Containers and quantities.* Learners complete the gaps in sentences 1–5.

Go through the answers together, and check that learners understand what the phrases mean.

- 1 a pair of shoes (= two)
- 2 a bottle of water
- 3 a bit of French (= not much)
- 4 lots of, a lot of (= many)
- 5 a couple of (= two or three)

Language note

- *lots of, a lot of, many*
Lots of and *a lot of* mean the same. We tend to use *lots of* or *a lot of* in positive sentences, and *many* in negative sentences and questions:
 - There are a lot of / lots of good shops.
 - There aren't many good shops.
 - Are there many good shops near here?
- *a bit of*
A bit of means the same as *a little*:
 - I speak a bit of French.
 - I speak a little French. (not *a little of*)

- 2 *Brainstorming: More examples*

Look at each sentence in turn, and ask learners to suggest other words to replace the underlined phrases.

- 1 a pair of glasses, sunglasses
- 2 in my bag, in my fridge, in my car
- 3 German, Russian, Chinese
- 4 nice cafés, good restaurants, old churches
- 5 appointments, visitors, emails, problems

Alternative: Groups

Learners brainstorm ideas in groups. Then go through the sentences, and ask each group to suggest two possible words or phrases.

- 3 *Places and times.* Point out that we often use phrases with *of* to say *where things are* or *when things happen*.
 / Learners look at sentences 1–6 and decide which phrases are about places and which are about times.

Discuss the answers together, and write the phrases in two lists on the board.

Places: 1, 2, 4 Times: 3, 5, 6

- 4 *Speaking: Phrases with 'of'.* Learners ask and answer the questions.

Feedback. Ask a few learners what their partner told them. Alternatively, ask if anyone had any unusual or surprising answers from their partner.

Optional pair work

After learners have asked and answered questions in pairs, one learner from each pair moves to a new pair, and they ask their new partner the same questions.

Across cultures: Workplaces

Goal: to make learners aware of different relationships in the workplace in different cultures

Core language:

casual/formal clothes; make a decision; a team; a leader; employees

- 1 *Listening for main idea.* Look at the pictures, and ask what they show (*Answer:* people at a business meeting). Ask how these two workplaces are different. Establish that:

- in the first picture the people are less formal: they are wearing casual clothes; they are sitting together round a laptop.
- the second picture is a more formal meeting: everyone has his/her place; the boss is at the end of the table; the men are wearing ties.

Use this to introduce the words *formal* and *casual*.

Play recording 2.30. Then ask which picture looks like Annabel's workplace, and which looks like Geoff's workplace. (*Answer:* The first picture is like Annabel's, the second is like Geoff's.)

Ask if Annabel and Geoff like where they work. If possible, get learners to say why.

Annabel:

Yes – because they are a team, they all make decisions.

Geoff:

Yes – because the company president is a strong leader and looks after his employees.

Use this to introduce the phrases *team, president, leader, employees, make a decision*.

Language note

Geoff talks about the *company president*. You can also say *MD (managing director)* or *CEO (Chief Executive Officer)*. Informally, people usually say *the boss*.

- 2 a *Listening for detail.* Read through sentences 1–7 and ask learners which Annabel says and which Geoff says. Focus on any new words you have not presented already.

b Play recording 2.30 again to check.

1 G 2 A 3 G 4 A 5 G 6 G 7 A

- c Ask learners where they would prefer to work, and why. You could get them to vote by raising their hands.

- 3 a / *Discussion.* Learners think of their own workplace and discuss questions 1–5.

- b** Ask learners if they have worked anywhere very different from where they work now. Learners discuss this in their groups.

Round-up. Go through the questions together, and see if learners gave the same answers. In a mixed nationality class, this could develop into a discussion of differences between different countries.

School or university classes

In classes with no direct experience of a workplace, use one of these alternatives:

- **Homework task**
For homework, learners interview someone they know who works (e.g. a parent, a brother or sister, a neighbour), and find answers to questions 1–5. They report back on what they found out in the next lesson.
- **Role-play interview**
Learners take the role of either Annabel or Geoff. They cover the sentences in **2a** and interview each other in turn. They could ask the questions in **3a**, and also whether they like their workplace and why.

Explore speaking

Goal: say when you're not sure about facts and numbers

Core language:

Phrases for saying you're not sure: *I'm not sure; I don't know (exactly); I think ...; maybe; about; probably*

- 1** *Listening for main idea.* To introduce the listening, ask learners how much time they spend every day:
– working – sleeping – with their family
Find out who spends the most and the least time doing these things.
Learners cover the conversation script. Read questions 1 and 2 with the class. Then play recording **2.31** and discuss the answers.

1 Working: 40–45 hours (more than 40)
Sleeping: 6–7 hours
With family: 0 hours (he doesn't live with his family)
2 He'd like to work less and sleep more.

- 2 a** *Listening for detail.* Learners keep the script covered. Play recording **2.31** again. Learners listen and tick the expressions they hear.
b Learners read the script to check. (*Answers:* I think ...; I don't know; I don't know exactly.)
3 Learners find words in the script to complete the sentences.

1 maybe **2** about **3** probably

- 4 a** Read question 1 and ask learners to find a suitable reply (*Answer:* c).
 Learners find replies for questions 2–5.
b Play recording **2.31** to check.

1 c **2** b **3** e **4** a **5** d

Write these key phrases on the board:

I don't know exactly. *maybe*
I'm not sure. *probably*
I think ... *about*

- Learners ask questions 1–5 and give true answers.

- 5 a** *Writing questions.* Read through the questions, and write these question words on the board:

How many ...? How far ...?
How old ...? How much ...?

- Learners write three more questions. As they do this, go round and check.

- b** Learners ask and answer the questions in **5a** and their own questions.

Round-up. Ask a few learners to tell the class any differences they found between them and their partners.

Alternative: Mingling activity

Give each learner one of the questions in **5a** to ask, as well as their own three questions. They move freely around the class, asking their questions and answering other learners' questions.

7 Look again

Review

VOCABULARY Work and studies

- 1 a** Learners match the verbs in the box with the correct expressions in 1–7.

1 work on **2** work **3** study **4** look after
5 have meetings with **6** go **7** write

- b** Learners choose a job and write five sentences about it. As they do this, go round and check, and give help where necessary.
c In turn, learners read out their sentences. The others guess the job.

Note

If it is difficult for learners to sit in groups or if you have a small class, do this with the whole class together.

GRAMMAR Present simple or present progressive

- 2** Ask learners what they remember about Dmitri and Liam (e.g. they are at a party; they talk about their jobs; Dmitri designs clothes; Liam is a student).

- a** / Learners circle the correct words.

- b** They check their answers on p153.

1 design **2** am working **3** am designing
4 am doing **5** am doing **6** am working




- c** Learners think of three people they know and write their names down. Then give them time to think about what they do, and what they are doing now.

Note

They could think about what they are doing *right now* (e.g. *She's having lunch*), or about what they are doing *these days* (e.g. *She's going to yoga classes, She's studying for an exam*).

- Learners tell each other about their three people. Then ask learners to tell the whole class about one of the people.

CAN YOU REMEMBER? Unit 6 – Food

- 3 a  *Review.* Learners think of words in each category and write them down.
- Ask pairs or groups to tell you the words they thought of, and write them on the board. You could give points to each pair or group for each correct answer, and see who gets the most points.
- b  Learners write two lists: of things they have at home, and of things they need to buy.
-  Learners tell each other what is on their two lists.
- Round-up.* Choose different kinds of food or drink (e.g. *fruit, rice, coffee*). Ask two or learners if they have it at home, or if they need to buy it.

Extension

SPELLING AND SOUNDS c

- 4 a Read the words or play recording 2.33, and get learners to practise saying them. Make sure learners understand the rule:
- normally, we say ‘c’ as /k/.
 - before the vowels ‘i’ or ‘e’, we say it as /s/.
- b Learners add words to the groups. Then go through them together and build up lists on the board. Practise saying the words.



/k/ *college, doctor, accountant, project*
/s/ *advice, exercise*

- c Play recording 2.34 or read out the words. Learners write them down. If you like, check by asking them to read the words back to you.
- d Learners can check their spelling on p153.

NOTICE so

- 5 Ask learners what they remember about Pete and Dagmara. (Pete works on an oil platform, he cooks meals; Dagmara is a theatre manager in Poland.)
- a Read the sentences, and ask learners to remember (or guess) how they continue. Ask them not to look at the articles at this point.
- b Let learners read the articles to check, and go through the answers together.

1 ... *I'm very tired*
2 ... *only about 30 people can see a film*
3 ... *two and a half hours on the bus every day*
4 ... *spend a lot of time with my family*
5 ... *my free time*
6 ... *so I'm always tired*

- c  Learners write continuations for sentences 1–5.
- d  Learners compare their ideas to see if they are the same or different.

Round-up. Ask a few learners to read out their continuations. *Possible continuations:*

1 ... *I'm not eating bread or potatoes.*
2 ... *most people have air-conditioning.*
3 ... *I can't invite you to stay.*
4 ... *I don't spend much time with my children.*
5 ... *I'll buy some more.*

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

Unit 7 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

7A Spend, spend, spend

FIND SOMEONE WHO ...

	NAME	ANSWER
1 ... spends more than one hour cooking every day. How much time do you spend cooking every day?	Cassandra	an hour and a half
2 ... spends more than 10 hours a week watching TV. How many ...?		
3 ... doesn't spend a lot of time getting ready to go out in the evening. How much time ...?		
4 ... spends more than five hours a week on public transport. How much ...?		
5 ... spends most of their free time outdoors. Do you ...?		
6 ... spends too long on the internet. ...?		
7 ... spends more time with their friends than with their family. ...?		
8 ... doesn't spend enough time doing exercise. ...?		
9 ...		
10 ...		

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7B Busy lives

A

Anna, Rita and Enrique have very busy lives: one is a designer, one works as an accountant and one works as an engineer. One works full-time, but another only works part-time. The other is self-employed. At the moment, one of them is looking for a new job, one is travelling a lot, and one is working on a big project.

But which is which? Share the clues with a partner and complete the grid.

CLUES

- Anna works full-time.
- Enrique doesn't work part-time.
- The accountant is looking for a new job.

	JOB	STATUS	ACTIVITY
NAME	designer	accountant	engineer
NAME	Anna	Rita	Enrique
STATUS	full-time	part-time	self-employed
STATUS	part-time	self-employed	new job
ACTIVITY	travel	big project	

B

Anna, Rita and Enrique have very busy lives: one is a designer, one works as an accountant and one works as an engineer. One works full-time, but another only works part-time. The other is self-employed. At the moment, one of them is looking for a new job, one is travelling a lot, and one is working on a big project.

But which is which? Share the clues with a partner and complete the grid.

CLUES

- The designer is self-employed.
- Rita works as an engineer.
- Enrique is travelling a lot at the moment.

	JOB	STATUS	ACTIVITY
NAME	designer	accountant	engineer
NAME	Anna	Rita	Enrique
STATUS	full-time	part-time	self-employed
STATUS	part-time	self-employed	new job
ACTIVITY	travel	big project	

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7C Career advice 2

Career advice chart for _____

7C Career advice 1

Match the jobs with the pictures.

1 accountant	6 journalist
2 chef	7 hairdresser
3 doctor	8 architect
4 engineer	9 farmer
5 musician	10 lawyer

Job types

In which of the jobs do people ...

... work outdoors?	()	... work in an office?	()
... travel overseas?	()	... work with other people?	()
... have a regular routine?	()	... help other people?	()
... work with their hands?	()	... work at home?	()
... use their imagination?	()	... ?	()

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7A Spend, spend, spend

Activity type: Vocabulary, writing and speaking – Mingle – Pairs / Whole class

Aim: To practise using expressions with *spend*

Language: *spend* – Use at any point from p59.

Preparation: Make one copy of the worksheet for each learner.

Time: 20–30 minutes

7B Busy lives

Activity type: Grammar, reading and speaking – Logic puzzle – Pairs

Aim: To practise using the present simple to talk about jobs, and the present progressive to talk about actions happening around now

Language: Present progressive – Use at any point from 7.2.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 30 minutes

7C Career advice

Activity type: Speaking and writing – Matching / Giving advice – Pairs

Aim: To practise talking and writing about jobs

Language: Work and studies 1 + 2 – Use at any point from the Target activity, p62.

Preparation: Make one copy of worksheet 1 for each learner and one copy of worksheet 2 for every two learners, cutting along the dotted line.

Time: 30–40 minutes

Unit 7 Self-study Pack

In the Workbook

Unit 7 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Work and studies; *spend*; Saying you're busy
- **Grammar:** Present progressive: talking about now
- **My English:** Sara from Argentina
- **Explore writing:** Blog about working in a new country
- **DVD-ROM Extra:** Working from home – Paivi and Luis

On the DVD-ROM

Unit 7 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** The schwa sound /ə/
- **Explore speaking:** Being polite
- **Listening:** Inviting and refusing
- **DVD-ROM Extra:** Working from home